DOCUMENT RESUME

ED 181 391 CG 014 175

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TITLE Program Evaluation and Accountability. Searchlight 7+: An Information Analysis Paper, November 1966 through December 1978.
INSTITUTION ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 79
NOTE 99p.: Best copy available.
AVAILABLE FROM ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($2.50)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Accountability: Annotated Bibliographies: *Educational Accountability: *Guidance: *Models: *Program Evaluation: Pupil Personnel Services: Research Reviews (Publications): Resource Materials: State of the Art Reviews: Student Personnel Services

ABSTRACT

This continuing ERIC/CAPS series, entitled Searchlight Plus, consists of two components: first, an in-depth review of cited materials, including prime issues and trends, and implications for helping professionals: and second, citations from an ERIC computer search on the topic. Series topics are selected in response to user requests. Presented in the review section are several existing program evaluation models, specific evaluation strategies, and applications of the models. Counselors, administrators, teachers and program evaluators could profit from this document. (Author/BMW)

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ED181391

PROGRAM EVALUATION AND ACCOUNTABILITY

Helen L. Mamarchev

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through December 1978

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The work presented herein was performed pursuant to a contract from the
National Institute of Education
Department of Health, Education, and Welfare
under the direction of

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE

School of Education
The University of Michigan
Ann Arbor, Michigan

1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CG 014175

INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Search lights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. This year we have gone one step further.

Choosing the fifteen topics which were in most demand by our ERIC users, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

The fifteen areas chosen for this special treatment are the following:

Career Development: Programs and Practices
Career Resource Centers
Counseling Adults
Counseling the Aging
Counseling the Exceptional: Handicapped and Gifted
Divorce and One-Parent Family Counseling
Evaluation of Counselor Effectiveness
Group Guidance
Mid-Career Change

Preretirement Counseling
Program Evaluation and Accountability
Tests and Testing Programs
The Counselor as Change Agent
The Counselor as Consultant
Violence in the Schools

The computer search is included in each Searchlight Plus as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these Searchlight Plus are slightly different from the others. The ones entitled "Mid-Career Change" and "Preretirement Counseling" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series Searchlight Plus and the previous series Searchlight. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

Libby Benjamin
Associate Director, ERIC/CAPS

PROGRAM EVALUATION AND ACCOUNTABILITY

Helen L. Mamarchev

Introduction

The term "evaluation" often strikes fear in the hearts of educational and agency personnel. Some liken evaluation to personal struggles with statistical data and multivariate analysis, while others associate it with outside consultants who scrutinize every detail of their programs and attack each line-item budget figure with a merciless red pencil. But this need not be the case! Program evaluation is a process of identifying, collecting, analyzing, and interpreting information to aid in the development, implementation, and improvement of any program. The process can be of invaluable assistance in (a) determining whether a program is meeting its stated objectives, (b) providing cost analysis data to assess the operating efficiency of a program, and (c) developing recommendations about a program's continuation or modification. Thus, evaluation conducted as an essential, ongoing component of any program's design can help provide a substantive response to the urgent questions of educational/professional accountability and fiscal responsibility.

Why Evaluate?

The purpose of this analysis is to familiarize the reader with several existing program evaluation models, as well as with specific evaluation strategies for use at different educational levels and settings. Those educational or agency personnel responsible for evaluation can benefit from the experiences and activities of other program evaluators.

Program Evaluation Models

A review of the ERIC data base literature from November, 1966 through November, 1978 reveals that program evaluation is generally broken down into two basic types: process evaluation and product evaluation (ED 012 470). *Process evaluation* deals with the evaluation of the methods or strategies used to help students/clients achieve the desired outcomes of a program, while *product evaluation* deals with the measurement of student/client behavioral change as a result of participation in a program. For both types of evaluation, it is suggested that goals and desired outcomes be stated as behavioral objectives so that results can be accurately assessed (ED 085 616).

Two kinds of evaluation

A number of models for incorporating program evaluation into a program design are available (for instance, ED 097 364, ED 053 417, ED 101 075, ED 136 134), each of which takes a slightly different approach. The program design with accompanying evaluation methodology presented in the document, "Accountability in Guidance Services: A Guide for the Development of a Competency-Based Outcome-Stated Guidance Plan" (ED 096 597), has been selected as a model representative of a five-phase planning process required to develop an accountable program plan. The process consists of (a) assessing needs, (b) setting priorities, (c) developing objectives, (d) designing activities to achieve the objectives, and (e) establishing specific criteria for the process and product components of the evaluation plan.

Selected model for evaluation

As a part of program planning, one evaluation strategy proposes the following model:

(1) establishing an evaluation committee;

(2) determining the purpose and type of evaluation;

(3) identifying the objectives to be evaluated and the acceptable criterion level for evidence of achievement;

(4) developing data collection instruments;

(5) collecting, analyzing, and interpreting data; and

(6) presenting results and/or recommendations to appropriate school or agency personnel (ED 001 146).

Monitoring and controlling specific interventions, comparing past and present performances of students/clients, analyzing the responses of program participants, and examining the effects of the educational or agency environment are all components which need to be considered in developing an evaluation plan (ED 014 759).

Change-agent role imperative for helping professionals

The entire issue of program evaluation and accountability suggests that it is critical for personnel involved in the provision of guidance, counseling, and helping services to take active change-agent roles, and thus avoid being bypassed or possibly eliminated along with the services they are attempting to provide (ED 041 330). In short, effective program evaluation can provide the ammunition necessary to keep programs and jobs when budget-trimming occurs.

Applications of the Models

Categories of evaluation

For convenience of discussion, program evaluations in this search have been grouped under three headings: those conducted at the elementary school or secondary level, those conducted at the higher education or community college level, and those targeted to specific populations. Since space does not permit a detailed description of each evaluation effort, the kinds of programs for which evaluations have been conducted are described for the reader. When the reader locates a program of interest, he/she can obtain further detailed information by looking for the corresponding ED number in the abstracts section at the conclusion of this monograph. (Abstracts appear in descending ED numerical order.)

Elementary/Secondary Level

Pupil personnel services are generally evaluated in terms of program objectives, student needs, counselor-teacher-administrator cooperation, and relationships with the parents and community (ED 117 602, ED 113 657, ED 109 577, ED 086 914, ED 072 371). The role of the counselor is examined in terms of perceptions of students, of other school personnel, and of the counselors themselves, as well as the satisfaction or dissatisfaction of all concerned with the counseling services (ED 119 081, ED 010 619). Placement services (ED 137 680, ED 133 596, ED 119 000) and a consultant program for elementary school teachers (ED 012 476) are analyzed in terms of users' satisfaction and their ensuing behavior patterns. Programs focusing on social skills training (ED 074 166), new pupil adjustment problems (ED 001 595), and the needs of low

achievers (ED 146 196) address psychological, socioeconomic, and environmental factors affecting student performance. Services for the disadvantaged (ED 022 812), Title I programs (ED 083 272, ED 076 732, ED 076 716), and minority student services (ED 105 367, ED 082 113) are examined in regard to their success in providing vocational counseling, remedial assistance, and courses designed to enhance academic motivation for the special populations. Funding problems and decision-making modes in urban schools (ED 116 095), the work of an itinerant rural school counselor (ED 046 561) and efforts of religious schools in providing support services to disadvantaged youth (ED 060 143) are also presented. Additionally, evaluations of pupil personnel services in specific geographic locations such as Canada (ED 134 883), Illinois (ED 120 579), Puerto Rico (ED 092 816), New York (ED 099 740), and Wyoming (ED 105 006) are provided.

Higher Education/Community Colleges

Student personnel services are evaluated in terms of individual counseling, student advising, group counseling, and dissemination of career information (ED 155 578, ED 148 408, ED 021 265, ED 013 065), as well as perceived and desired career planning services among college students (ED 143 969), the operation and impact of a peer counseling center (ED 146 502), and a telephone information service (ED 094 673). The role of the counselor as a social force within the educational system (ED 105 917) and the academic expectations of beginning counselors as compared to expectations of their faculty advisors are noted (ED 143 994).

Evaluations of college students regarding their individual psychological characteristics (ED 087 494), selection of college major (ED 002 841), and reactions to attempts at reducing sex stereotyping in vocational education (ED 147 564) are also presented. Other specific evaluations are given for the Pennsylvania Higher Education Equal Opportunity Program (ED 154 047), the student counseling and development services of Niagara (Canada) College (ED 085 053), and retirement preparation practices and programs in higher education institutions in the United States (ED 150 911).

Special Populations

The variety of program evaluations in this search ranges from examining Title IV services for American Indians (ED 148 503) to guidance services for women (ED 022 105). Adult education programs, including educational and occupational counseling (ED 142 168), educational brokerages (ED 138 750), evening training/programs (ED 110 842), and basic education programs (ED 044 625) are evaluated in terms of user needs, services, and satisfaction. Family education programs are investigated as to their effectiveness in improving the economic potential and lifestyle of participants (ED 150 398) and inter-family communication skills (ED 011 681). Programs for the disadvantaged are examined as to assistance given to the rehabilitation and employment of welfare recipients (ED 155 486), work incentive trainees (ED 130 041), school dropouts (ED 047 059), Model Cities residents (ED 078 122), and Manpower project participants (ED 019 518). Additionally, self-help

Wide variety of special population program evaluations

programs offering direct client assistance (ED 112 302) and desensitization to fear of public speaking (ED 138 852) are examined as to feasibility and acceptance by clients.

Implications for Counselors

From this analysis, it is clear that a large body of material already exists on the topic of program design and evaluation/accountability models. Counselors in both educational and agency settings should be aware that this wide range of program evaluation strategies, specific to various educational levels and special populations, is already available to them, and they should review others' efforts prior to incorporating an evaluation component into their own program design. Although no evaluation design can or should be adopted as is, many elements can be adapted for use by counselors in their own work settings.

No need to reinvent the wheel--the key is "adapt"

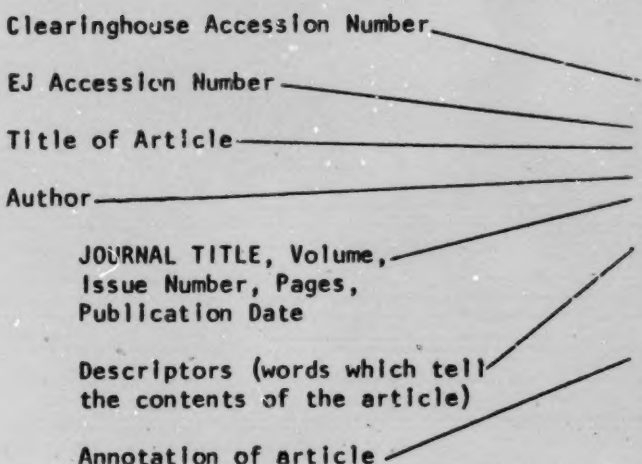
Finally, counselors should realize that taking an active role in designing program evaluations will increase the success potential of their services, thus equipping them with the wherewithal to be truly accountable.

Summary

Program evaluation is the process of identifying, collecting, analyzing, and interpreting information to aid in the development, implementation, and improvement of any program in order to meet the demands of accountability and fiscal responsibility. As part of an overall program design, evaluation enables program developers to identify

objectives and criterion levels for acceptable performance, collect and interpret data, make ongoing adjustments in the program, report results, and suggest recommendations. The examples gleaned from this ERIC search demonstrate the use of program evaluation in a wide variety of educational and agency settings. The numerous references provide a wealth of information for persons responsible for developing evaluation strategies to use in program development in their professional settings.

FORMAT OF
CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)


Clearinghouse Accession Number
EJ Accession Number
Title of Article
Author
JOURNAL TITLE, Volume, Issue Number, Pages, Publication Date
Descriptors (words which tell the contents of the article)
Annotation of article

EJ125694 CG509354
Revitalizing the Career Information Service
Reardon, Robert C.; Minor, Carole W. Personnel and Guidance Journal: 54; 3; 169-171 Nov 75
Descriptors: *Vocational Counseling/ *Information Dissemination/ *Educational Planning/ *Job Placement/ *Career Planning/ Program Descriptions/ Guidance Services/ Higher Education/ Information Sources/ College Students
The authors describe the Curricular-Career Information Service (CCIS), which is an outreach, self-help, multimedia-based and preprofessional-staffed career guidance service. CCIS consists of five instructional modules which relate to the following student problems: uncertainty about major, relationship of major to jobs, finding a job and information on occupations. (Author/SE)

* Journal articles are available only in the journals cited. The articles are not on microfiche.

Print 31/5/1-121
DIALOG File1: ERIC 66-78/NOVERIC 66-78/NOV (Item 1 of 121) User1210 9feb79

EJ182430 SP507058
Sex Information/Counseling at Community Colleges
Goldberg, Mala; Kaye, Richard
Journal of the American College Health Association, 26, 4, 220-1 Feb 78
Investigation of sex information/counseling services at 68 community junior colleges in urban, suburban, and rural areas indicate that little service is actually provided. (MJB)
Descriptors: *Junior Colleges/ *Community Colleges/ *School Health Services/ *Counseling Programs/ *Sex Education/ *Program Evaluation/ Higher Education/ Surveys

EJ175300 CG513699
Academic Advising in the Community College
Borland, David T.; Birmingham, Joseph C.
Texas Personnel and Guidance Journal, 5, 2, 110-6 F 77
This study involves an analysis of problems associated with current advising systems, an investigation of the organizational aspects of advising systems found in community colleges, and the establishment of the components necessary for effective advising. (Author)
Descriptors: *Counseling Effectiveness/ *Educational Counseling/ *Counseling Programs/ *Academic Education/ *Program Evaluation/ Research Projects/ Community Colleges/ Higher Education

EJ173239 CG513597
Goal Attainment Scaling and the Elementary School Counselor
Keelin, Peter
Elementary School Guidance and Counseling, 12, 2, 89-95 Dec 77
Reprint Available (See p. vii): UMI
Goal attainment scaling is one possible solution to the problem of measuring elementary school counseling outcomes. The goal attainment method described in this paper addresses one central question: how can counselors meet the requirements of accountability evaluations and have enough flexibility to deal effectively with the problems of individual children? (Author)
Descriptors: *Elementary School Counseling/ *Counseling Effectiveness/ *Educational Accountability/ *Counseling Goals/ *Evaluation Methods/ Program Descriptions/ Elementary Education

EJ171258 CG513433
The Effectiveness of Study Skills Instruction with Students in an Adult Degree Program
Tryon, Georgiana Shick; Sy, Michael John
Journal of College Student Personnel, 18, 6, 478-81 Nov 77
Reprint Available (See p. vii): UMI
This investigation was designed to determine the effectiveness of a study skills program for students in an adult degree program. Results showed an increase in study habits and a decrease in concerns about school for students who participated in the program. (Author)
Descriptors: *Counseling Programs/ *Counseling Effectiveness/ *Adult Counseling/ *Study Skills/ *Remedial Programs/ Higher Education/ Program Evaluation/ Research Projects/ Adult Education/ Study Habits

EJ171233 CG513408
The Evaluation of Sexual Health Services in a Medical Setting
Held, James P.; And Others
Journal of Sex and Marital Therapy, 3, 4, 256-63 Win 77
Reprint Available (See p. vii): UMI
An interdisciplinary Sexual Health Services unit has been established at the University of Minnesota Medical School that offers counseling and treatment programs for a wide variety of sex-related concerns and problems. One year follow-up results show positive change in a large majority of cases. (Author)
Descriptors: *Program Evaluation/ *School Health Services/ *Behavior Change/ *Counseling Programs/ *Counseling Effectiveness/ Followup Studies/ Higher Education
Identifiers: *Sexuality Counseling

EJ167334 CG513029
A Multigroup Evaluation of the Models and Functions of University Counseling Centers
Gelso, Charles J.; Birk, Janice M.
Journal of Counseling Psychology, 24, 4, 338-347 Jul 77
Appropriateness of four counseling center models (traditional, consultation, vocational guidance, psychotherapy) and 15 specific counseling center functions for universities with enrollments of 10,000-plus were evaluated by samples of counselors, student personnel administrators, resident assistants, faculty, students, and university administrators. The traditional model was evaluated most positively by five subgroups. (Author)
Descriptors: *Guidance Centers/ *Counseling Effectiveness/ *Counseling Programs/ *College Programs/ *Educational Counseling/ Program Evaluation/ Research Projects/ Higher Education/ Models

DIALOG File1: ERIC 66-78/NOVERIC 66-78/NOV (Item 7 of 121) User1210 9feb79

EJ164790 PS505960
A Model for Evaluation: Design for a Rape Counseling Program
Bennett, James R.
Child Welfare, 56, 6, 395-400 Jun 77
Reprint Available (See p. vii): UMI
It is argued that an emphasis on a method of evaluation prior to the actual beginning of a program can prove of great value to an administrator in shaping the program and explaining and defending it to boards and funding bodies. Evaluation methods are discussed. (Author/MS)
Descriptors: *Rape/ *Counseling Programs/ *Program Development/ *Program Evaluation/ *Evaluation Methods

EJ158366 CG512232
Instruments for Evaluating School Psychologists' Functioning and Service
Sandoval, Jonathan; Lambert, Nadine M.
Psychology in the Schools, 14, 2, 172-179 Apr 77
The evaluation of school psychological services is a responsibility and an opportunity too long ignored. This paper describes and presents examples of five data collection devices which can be used in the evaluation effort: the vignette-based questionnaire, the role-model questionnaire, the services received questionnaire, the teacher interview, and nonobtrusive measurement. (Author)
Descriptors: *Counselor Evaluation/ *Evaluation Methods/ *School Psychologists/ *Counseling Services/ *Interaction Process Analysis/ *Measurement Instruments/ Models/ Elementary Secondary Education/ Program Effectiveness/ Helping Relationship

EJ156849 CG512186
Departmental Evaluations: Threats & Solutions
Colangelo, Nick; And Others
Journal of Counseling Services, 1, 2, 20-27 F 76
Instead of approaching counseling and guidance department evaluations with fear, apprehension and mistrust, counselors can benefit themselves and their school programs by responding to recommendations outlined above. School counselors are their own best assurance of positive, constructive department evaluations. (Author)
Descriptors: *Program Evaluation/ *Personnel Evaluation/ *Evaluation Methods/ *Counseling Goals/ *Counselor Role/ *Anxiety/ Program Descriptions/ Models/ Stress Variables/ Departments
Identifiers: *Threat

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EJ152661 AA524044
Shared Perspectives--A Community Counseling Center for Adolescents
Reinherz, Helen; And Others
Adolescence, 11, 42, 167-79 Sum 76
Treatment goals, client expectations and client progress after one year of participation in program are discussed. It is suggested that agreement of goals and expectations between client and therapist, mutually shared cultural and social values, and the community base of agency are most important factors contributing to success of center. (RW)
Descriptors: *Youth Programs/ *Drug Abuse/ *Community Services/ *Neighborhood Centers/ *Counseling Goals/ Helping Relationship/ Program Evaluation/ Self Esteem/ Psychotherapy/ Adolescents

EJ152461 SP505220
Counseling Center and Psychiatric Service--Who Uses Each, What Happens?
Frank, Austin C.; Kirk, Barbara A.
Journal of the American College Health Association, 24, 4, 221-6 Apr 76
A summary of findings from a series of undergraduate class studies bearing on the similarities and differences between students using the counseling and/or psychiatric services amplifies an understanding both of student behavior and service functions. (MB)
Descriptors: *Undergraduate Students/ *Facility Utilization Research/ *Counseling Programs/ *Psychiatric Services/ Student Behavior/ Program Effectiveness/ Higher Education
Identifiers: University of California Berkeley

EJ152454 SP505213
Very Brief Interventions--A Pilot Evaluation
Dorosin, David; And Others
Journal of the American College Health Association, 24, 4, 191-4 Apr 76
An analysis of patient views toward very brief interventions (counseling consisting of three or fewer sessions) indicates that counseling termination should not be viewed as a failure or a patient drop-out, but rather that the original expectations of the patient are met in a relatively brief contact. (MB)
Descriptors: *Mental Health Programs/ *Counseling Services/ *Student Opinion/ *Program Effectiveness/ *Program Evaluation/ Use Studies/ Student Needs/ Psychological Services/ Intervention/ Undergraduate Students

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EJ150041 CG511567
Psychotherapy in the Schools: Promise and Perplexity
Bernstein, Martin E.
Journal of School Psychology, 14, 4, 314-320 W 76
The Child Resource Team was designed to operate as an alternative to outside agency referral. The multidisciplinary unit provides intensive therapy to school-aged children and their families. Following two years of operation, an analysis of the team's successes and failures has revealed significant gains and difficulties. (Author)
Descriptors: *Program Evaluation/ *Psychotherapy/ *School Psychologists/ *Pupil Personnel Services/ Program Descriptions / Elementary Education/ Elementary School Students/ Interdisciplinary Approach
Identifiers: *Child Resource Team

EJ142640 CG510619
The Effectiveness of a Phone Help Line As Indicated by Student Awareness and Use
Johnson, Craig W.
Journal of College Student Personnel, 17, 3, 227-231 May 76
Randomly sampled students (N=287) indicated the Help Line at the University of Nebraska significantly helped with their personal and informational needs. Perceptions of Help Line's purposes fell into two groups: informational versus personal. The two groups had radically different call rates. Advertising procedures are also discussed. (Author)
Descriptors: *Counseling Services/ *Information Dissemination/ *Individual Needs/ *Perception/ *Telephone Communication Systems/ *Program Effectiveness/ Higher Education/ College Students/ Research Projects/ Program Descriptions/ Counseling Effectiveness
Identifiers: *Telephone Help Line

EJ142604 CG510583
Pupil Records: A Crisis in Perspective
Worzbyt, John C.
School Counselor, 23, 5, 358-360 May 76
The author maintains that counselors have a professional responsibility to all school personnel by providing consultation and continuous training in all aspects of pupil analysis in order to keep accurate and helpful student records. (Author)
Descriptors: *Counselor Role/ *Student Records/ *Confidential Records/ *Federal Legislation/ *Educational Accountability/ *Pupil Personnel Services/ Elementary Secondary Education/ State Of The Art Reviews/ Students/ Civil Liberties

EJ137650 CG510151
Pennsylvania Elementary Guidance Evaluation Instrument
May, Richard D.
Elementary School Guidance and Counseling, 10, 3, 188-194 Mar 76
This article presents the Pennsylvania Elementary Guidance Evaluation Instrument, a survey for evaluating the guidance service at the elementary level. (Author)
Descriptors: *Elementary School Counseling/ *Program Evaluation/ *Evaluation Methods/ *Counseling Programs/ *Counselor Evaluation/ Surveys/ Elementary Education/ Measurement Techniques
Identifiers: *Pennsylvania Elementary Guidance Evaluation Instrument

EJ124436 HE506710
Support Groups for Women in Medical School: A First-Year Program
Hilberman, Elaine; And Others
Journal of Medical Education, 50, 9, 867-75 Sep 75
Presents a group counseling program model for first-year women medical students used successfully at the University of North Carolina School of Medicine. Includes discussion of role conflicts, techniques for conflict resolution, and program evaluation. (JT)
Descriptors: *Medical Education/ *Medical Students/ *Females / *Counseling Programs/ *Group Counseling/ Higher Education/ Role Conflict/ Conflict Resolution/ Program Evaluation/ Program Descriptions

EJ122349 CG509077
Reputation, Halo, and Ratings of Counseling Programs
Thoreson, Richard W.; And Others
Journal of Counseling Psychology, 22, 5, 446-450 Sep 75
This study tests the hypothesis that previous ratings of programs in psychology reflect both an experimental psychology and general institutional halo bias. It was found that applied programs in counseling psychology do receive ratings that differ from overall ratings of psychology in general. Programs ranked as strong, good, and adequate are listed. (Author)
Descriptors: *Counseling Programs/ *Program Evaluation/ *School Surveys/ *Rating Scales/ Research Projects/ Curriculum Evaluation/ Higher Education/ Counselor Attitudes

EJ122217 CG508945
Master's-Level Preparation for Student Personnel Work
Ostroth, D. David
Journal of College Student Personnel, 16, 4, 319-322 Jul 75
Eighty-two college student personnel administrators responded to a questionnaire asking for value ratings on curricular offerings in two-year master's programs in college student personnel work. General areas of study supported were counseling, administration and management, higher education, social and cultural foundations, and research and evaluation. (Author)
Descriptors: *Student Personnel Programs/ *Counseling Programs/ *Program Evaluation/ Higher Education/ Guidance Programs/ Research Projects/ Counselor Training/ Curriculum Evaluation/ Rating Scales

EJ117140 CG508536
Asian-Americans: Use of Counseling and Psychiatric Services On A College Campus
Sue, Derald Wing; Kirk, Barbara A.
Journal of Counseling Psychology, 22, 1, 84-86 Jan 75
Asian-American students in the 1966 freshman class were studied over a four-year period to determine usage of mental health services. Asian-Americans underutilized the campus psychiatric service but significantly overutilized the Counseling Center. Possible reasons related to the Asian-Americans' subcultural values explain these findings. (Author)
Descriptors: *Longitudinal Studies/ *Asian Americans/ *Counseling Services/ *Psychiatric Services/ *Program Effectiveness/ Research Projects/ Demography/ College Students / Cultural Factors

EJ113934 CG508365
The Counseling Service and Academic Politics: A Case for Delivery of Services
Schwerner, Stephen A.
Counseling Psychologist, 5, 1, 121-123 75
The author discusses the unique position in which most counseling services on university campuses find themselves. They are "change agents", but fail to use and accept the need for becoming involved in academic politics. The author relates three sources of power unique to the counseling profession. (PC)
Descriptors: *Counseling Services/ *Political Influences/ *Higher Education/ *Institutional Role/ *Educational Responsibility/ State of the Art Reviews/ Political Issues/ Educational Accountability

EJ107176 CG507917
Let's Give Away School Counseling
Pine, Gerald J.
School Counselor, 22, 2, 94-99 Nov 74
Urges the redirection of the counselor's role in the school to one of resource consultant and trainer. Sees the return of the teacher-counselor as a way of reaching more students with counseling services. Implies that the school counselor will function as a counselor educator in the future. (PC)
Descriptors: *Counseling Services/ *Nonprofessional Personnel/ *Training Objectives/ *Counselor Educators/ *Counselor Role/ State of the Art Reviews/ Counseling Goals/ Program Evaluation

EJ105275 AA519330
It Makes My Job A Hundred Times Easier - A Counseling Program That Works
Sellers, Robert; Buller, Marvin
Thrust for Education Leadership, 4, 1, 17-9 Oct 74
Described a counseling model and elaborated on its positive influence for students as well as administrators. (RK)
Descriptors: *Counseling Programs/ *Models/ *Selection/ *Counselor Role/ *Inservice Education/ Program Evaluation

EJ100654 CE501405
A Solid Front: Unity, Timing, Goal Oriented Counseling, Break Drug Addiction Cycle
Westman, Wesley C.
Journal of Rehabilitation, 40, 3, 15-7 May/Jun 74
The author describes the use of goal-oriented counseling with drug addicted clients. (EA)
Descriptors: *Drug Addiction/ *Rehabilitation Counseling/ *Behavior Development/ *Counseling Goals/ *Case Records/ Accountability/ Interprofessional Relationship/ Records (Forms)/ Program Evaluation

EJ099074 CG507292
After the Perfect Set Up
Brummit, Houston; Schieren, Anne G.
Psychology in the Schools, 11, 2, 229-238 74
Describes an intensive mental health program in a public elementary school in Brooklyn, N.Y. Discusses events and circumstances which hampered "the perfect set-up." (Author/HMV)
Descriptors: *Urban Education/ *Pupil Personnel Services/ *Program Evaluation/ *Mental Health Programs/ Followup Studies / School Psychologists/ Parent School Relationship/ Counseling Services

EJ092445 CG506865
Riding the Behavioral Objective Bandwagon
Koch, Joseph H.
School Counselor, 21, 3, 196-202 Jan 74
The author presents several guidelines for writing behavioral objectives for counseling. These include: (1) maintaining perspective; (2) establishing the criteria of performance; and (3) keeping fluid. (RP)
Descriptors: *Counseling Effectiveness/ *Counseling Goals/ *Behavioral Objectives/ *Counselor Performance/ Behavior Change/ Program Evaluation

EJ071035 HE503804
Measuring the Benefits of Student Personnel Work
Dressel, Paul L.
Journal of Higher Education, 44, 1, 15-26 Jan 73
Descriptors: *Counseling Services/ *Educational Benefits/ *Educational Objectives/ Evaluation/ *Higher Education/ Program Evaluation/ *Student Personnel Work

EJ070953 AA515012
A Secondary Guidance And Counseling Model For A Decentralized School District
Gainer, William L.
Thrust for Education Leadership, 2, 4, 6-8 Feb 73
Presents an educational service model intended for the successful operation of a secondary guidance and counseling program within a highly decentralized school system. (Author/RK)
Descriptors: Boards Of Education/ *Counseling Programs/ *Decentralization/ Educational Accountability/ Educational Planning/ *Guidance Programs/ *Models/ School Districts/ *Secondary School Students/ Student Needs

EJ064338 AA513634
A Counseling and Training Program for Occupational Therapy Students
Patterson, Tom W.; Davidshofer, Charles O.
American Journal of Occupational Therapy, 26, 8, 419-23 Nov-Dec 72
Program designed to assist in the training and selection of occupational therapy students is described in terms of its goals, administration, and evaluation. (Authors)
Descriptors: *Admission Criteria/ *Counseling Programs/ Course Objectives/ *Occupational Therapists/ *Program Descriptions/ Program Evaluation/ Student Reaction/ Tables (Data)/ *Vocational Counseling

EJ042627 CG503325
Differentiation in Elementary School Counselor Preparation Programs Among ACES Regions
Wehrly, Beatrice L.
Counselor Education and Supervision, 10, 4, 343-350 Sum 71
While the study, based on usable questionnaire returns from 225 counselor education programs, provides evidence of many efforts toward program differentiation, there remains a substantial lack of uniformity in preparation background of elementary school counselors graduating from preparation programs across the country. (Author)
Descriptors: *Counseling Programs/ *Counselor Training/ Educational Programs/ *Elementary School Counseling/ *Elementary School Counselors/ *Program Content/ Program Evaluation

EJ024283 CG501777
A Follow-up Study of Pupil Personnel Services
Gamsky, Neal R.
J Int Assn Pupil Personnel Workers, 14, 3, 130-134 Jun '70
The purpose of the present study was to obtain an immediate, subjective evaluation by referring teachers of the effectiveness of pupil personnel services provided to eighteen school districts. (Author)
Descriptors: Counseling Effectiveness/ *Followup Studies/ *Program Evaluation/ Psychological Services/ *Pupil Personnel Services/ *Pupil Personnel Workers/ Referral/ School Districts / *Teacher Role

EJ015446 CG501146
Improving Guidance with Behavioral Objectives
Dickinson, Donald J.
Calif Personnel Guidance Assn J, 2, 2, 12-16 69-70 W
Discusses advantages and disadvantages (to the counselor) of stating objectives in terms of observable behavior; also problem of demonstrating that guidance objectives are part of general educational objectives. (Author)
Descriptors: *Behavioral Objectives/ Cost Effectiveness/ *Counseling Goals/ Counselor Role/ Evaluation Criteria/ *Guidance Objectives/ *Guidance Programs/ Program Evaluation/ *Program Improvement/ Role Perception

EJ014257 CG501046
Anatomy of a Campus Crisis Center
Tucker, Betty Jo; and others
Personnel Guidance J, 48, 5, 343-347 70 Jan
Describes organization and implementation of "Help Anonymous," a telephone counseling service for students in distress. Volunteers trained and supervised by professional personnel, act as staff. Three services have thus far evolved -- listening, information, and referral. (Author)
Descriptors: *College Students/ *Counseling/ *Counseling Services/ *Crisis Therapy/ Intervention/ Program Descriptions/ Program Evaluation/ Student Personnel Programs/ Student Personnel Services/ Student Personnel Workers

EJ010649 CG500888
What Students Say About Placement
Chervenik, Emily; King, James J.
J Coll Placement, 30, 1, 97-100 69 Oct-Nov
Wisconsin students evaluated campus programs, made suggestions which recruiters and placement officers should bear in mind in future planning. (CJ)
Descriptors: *Counseling Services/ Employment Opportunities/ Information Dissemination/ *Occupational Information/ Placement/ *Program Evaluation/ Questionnaires/ *Student Opinion/ *Student Personnel Services/ Surveys

EJ010648 CG500837
An Approach to Counseling and Guidance Program Evaluation
Lee, James L.
Nat Cath Guidance Conf J, 14, 1, 60-65 69 Fall
First in a series of articles to be offered by Journal Professional Development Committee. Presents instrument designed to assess expectations held by students, teachers, parents and administrators in relation to personnel program in their school. (CJ)
Descriptors: *Counseling Programs/ Counselor Functions/ *Counselor Role/ Evaluation Methods/ *Guidance Programs/ *Program Evaluation/ *Role Perception/ Surveys

EJ009125 CG500719
Expectations of Teachers & Administrators for Pupil Personnel Services
Gamsky, Neal R.; and others
J Int Ass Pupil Personnel Workers, 13, 4, 204-210 69 Sep
Descriptors: Child Development/ *Program Evaluation/ *Pupil Personnel Services/ Pupil Personnel Workers/ Questionnaires/ *Role Theory/ *School Districts/ School Services/ Teacher Attitudes

EJ008847 CG500716
Pupil Personnel Services Designed to Fit the Child
Rowen, Robert B.
J Int Ass Pupil Personnel Workers, 13, 4, 164-170 69 Sep
Paper delivered at the Annual Meeting of the Florida Visiting Teachers' Association, Daytona Beach, Florida, October 18, 1968.
Descriptors: Childhood Needs/ Cooperative Programs/ *Interdisciplinary Approach/ Program Evaluation/ *Pupil Personnel Services/ *School Social Workers/ Social Responsibility/ *Social Workers/ Teamwork/ *Workshops

EJ005216 CG500501
Idea Exchange Column
Moore, John; Collins, Margaret
Elem Sch Guidance Counseling, 3, 4, 301-3 69 May
Descriptors: Counseling Effectiveness/ *Counseling Goals/ *Counseling Programs/ *Elementary School Counseling/ *Evaluation Criteria/ Program Effectiveness/ *Program Evaluation/ Referral

FORMAT OF
RESOURCES IN EDUCATION (RIE)

Clearinghouse Accession Number

ERIC Document Number (ED#)

Title of Document

Sponsoring Agency (Organization responsible for the report)

Date Published

EDRS Price *

Descriptors (words which tell the contents of the document)

Abstract of Document

ED118935 CE006503

Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.

Penns Valley Area School District, Spring Mills, Pa.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Dept. of Education, Harrisburg.

Publ. Date: 30 Jun 74 Note: 27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors: *Career Education/ Educational Programs/ *Elementary Secondary Education/ Information Dissemination/ Paraprofessional Personnel/ Program Descriptions/ *Program Planning/ *Program Proposals/ *Resource Centers

Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC)

* Price through ERIC Document Reproduction Service. Order by ED#. See order information on back page. "MF"-microfiche, "HC"-hard copy. When "not available from EDRS," other sources are listed.

ED155578 CG012699

Pointers on Guidance and Counseling Programs.

Williams, Calvin E.

11 Mar 78 9p.; Paper presented at the North Central Regional Conference of the American Association of Community and Junior Colleges (March 11, 1978, Detroit, Michigan)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

This paper assumes five basic functions for the community college guidance and counseling program: (1) applicant consulting (interpreting test results, introducing career planning, aiding the student in course selection, and explaining curricular requirements); (2) student advisement (scheduling students, explaining Senior College requirements and appraising students of special supportive services); (3) group orientation (teaching study skills courses, providing occupational information, and orienting students to all aspects of college life); (4) student counseling (conducting interviews, making appropriate referrals, administering and interpreting tests, values clarification and health counseling; and (5) disseminating career information. It then analyzes three methods--innovation, relevancy, and accountability--which can be used to create a dynamic guidance department at the community college level. (Author)

Descriptors: *Accountability/ *Community Colleges/ *Counseling Goals/ Counseling Programs/ Guidance Objectives/ *Guidance Programs/ *Innovation/ *Program Effectiveness/ State of the Art Reviews/ Student Needs

DIALOG File1: ERIC 66-78/NOVERIC 66-78/NOV (Item 40 of 121) User1210 9feb79

ED155486 CE017157
Physical Rehabilitation and Employment of AFDC Recipients. Final Report.
Roe, Daphne A.
Cornell Univ., Ithaca, N.Y. Div. of Nutritional Sciences.
30 Apr 78 340p.; Best copy available
Sponsoring Agency: Manpower Administration (DOL), Washington, D.C.
Contract No.: 51-36-75-01
Available from: National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
A study examined the feasibility of using standardized health evaluation, counseling, and rehabilitation to increase employability of welfare recipients and to develop a demonstration model for health service suitable for national implementation in the WIN (Work Incentive Program). Health evaluations of referred welfare clients showed that the commonest health related problems were hypochondriasis, neuroses, obesity, and alcoholism. Clients with remediable health problems were randomly assigned to health intervention and control groups. The health rehabilitation received by those in the intervention group decreased the number of health complaints and reversed hypochondriasis. In addition to other positive findings, welfare grant reduction was substantially greater for intervention than control clients. A series of surveys were conducted to assist in evaluating the project and developing the demonstration model. Finally, the demonstration model was proposed, specifying target population, modes of delivery, staffing, staff training and tasks, location of staff, administrative pattern, process and implementation. (A major portion of this document includes the following appended information: the feasibility study, a comparison of the feasibility and demonstration projects, data tables, client case resumes, survey instruments, report forms, and client charts.) (Author/BM)
Descriptors: Alcoholism/ *Counseling Services/ Demonstration Programs/ Emotional Problems/ Health Education/ *Health Needs/ *Health Programs/ Health Services/ Intervention/ Job Placement / Neurosis/ Physical Examinations/ *Program Development/ Program Effectiveness/ Referral/ *Rehabilitation/ Welfare Agencies/ *Welfare Recipients/ Welfare Services
Identifiers: *Workers Incentive Program

ED154047 UD017771
Higher Education Equal Opportunity Program; 1974-75 Annual Report.
Brehman, George E., Jr.; McGowan, Kristine A.
Pennsylvania Dept. of Education, Harrisburg. Bureau of Equal Opportunity.
76 25p.; For a related document see UD 017 772
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Part of this report gives the 1974-75 survey findings and distribution of quality point average (QPA) of the 44 programs set up under Pennsylvania's Higher Education Equal Opportunity Program (Act 101) established in 1971. The program is supported entirely by State funds which are distributed to postsecondary degree granting institutions to maintain learning and special counseling services for disadvantaged undergraduate students. The report also provides an analysis of the relative effectiveness of the tutoring and counseling aspects of the Act 101 programs in Pennsylvania's institutions of higher education. It covers specifically the design of the study and findings. The findings are discussed separately as follows: (1) tutoring effectiveness by institutional category; (2) counseling effectiveness by institutional category; (3) institutional ranking for tutoring; (4) institutional ranking for counseling; and (5) patterns of overall program effectiveness. It is concluded that there is a positive correlation between hours of intervention (either tutoring or counseling) and achievement (quality point average). (Author/MC)
Descriptors: Academic Achievement/ *Annual Reports/ Compensatory Education Programs/ *Counseling Services/ Educational Finance/ Educational Legislation/ *Educationally Disadvantaged/ Educational Opportunities/ Equal Education/ Grade Point Average/ Higher Education/ *Program Effectiveness/ Program Evaluation/ State Aid/ *Tutoring/ *Undergraduate Students
Identifiers: *Higher Education Opportunity Program/ Pennsylvania

ED150911 HE009648
Retirement Preparation in Higher Education. A Study of Counseling and Information Programs.
Mulanaphy, James M.
Teachers Insurance and Annuity Association, New York, N.Y.
78 97p.
Sponsoring Agency: Lilly Endowment, Inc., Indianapolis, Ind.
Available from: Teachers Insurance and Annuity Association, 730 Third Avenue, New York, NY 10017 ($2.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

A study was undertaken of the retirement preparation practices and programs in higher eudcation institutions in the United States. More than 2,200 colleges and universities participated. Only 4 percent (96) had a formal program to help employees prepare for retirement, and these institutions were mostly four-year, public, and large. Two-thirds of the programs have been in operation less than five years, and in 71 cases, responsibility was with the personnel office. Formats included one-to-one counseling, group sessions, lectures, and discussions. Program topics included the institution's retirement benefits, other financial matters, health care, legal affairs, housing, and leisure time. Program followup was used at only 23 institutions, and formal program evaluation at 43. On-site examinations of the programs at five universities (Brigham Young, University of Connecticut, Duke, University of Michigan, and Purdue) are reported in detail. (MSE)

Descriptors: Case Studies/ *College Faculty/ *Counseling Programs/ Employer Employee Relationship/ Financial Needs/ Followup Studies/ Fringe Benefits/ Health Needs/ Higher Education/ Housing/ Legal Problems/ Leisure Time/ Medical Services/ National Surveys/ *Personnel Management/ Program Evaluation/ *Teacher Retirement/ Universities

Identifiers: Brigham Young University UT/ Duke University NC / Purdue University IN/ *University of Connecticut/ University of Michigan

ED150398 08 CE014683
Summative Evaluation of Mountain-Plains. Volume II.
Bunch, Michael B.; And Others
Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
Nov 76 450p.; For related documents see CE 014 653-657, 682-684, and ED 110 811 ; Some pages may not reproduce clearly
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0298
EDRS Price MF-$0.83 HC-$23.43 Plus Postage.

This second document in a three-volume summative evaluation report presents a portion of the internal evaluation conducted by the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state region. (The three-volume report presents both an overview of the evaluation design and results and a component by component analysis as well.) This document includes individual analyses of the following program components: office education, marketing, and tourism; building trades education, mobility, and transportation education; early childhood education; career guidance; and counseling services. In addition, a summary report on all the occupational programs and a discussion of the reliability/validity of the Mountain-Plains tests are included. (The other two documents comprising the summative evaluation report are available as CE 014 682 and CE 104 684.) (BM)

Descriptors: *Adult Vocational Education/ Building Trades/ Business Education/ *Career Education/ *Counseling Services/ Demonstration Programs/ *Disadvantaged Groups/ Early Childhood Education/ Economically Disadvantaged/ Educationally Disadvantaged/ Family Programs/ Federal Programs/ Individualized Programs/ Office Practice/ *Program Effectiveness/ Program Evaluation/ *Residential Programs/ Summative Evaluation/ Transportation/ Vocational Counseling

Identifiers: Idaho/ Montana/ Mountain Plains Program/ Nebraska/ North Dakota/ South Dakota/ Wyoming

DIALOG File1: ERIC 66-78/NOVERIC 66-78/NOV (Item 44 of 121) User1210 9feb79

ED148503 95 RC010122
1976-1977 Final Report and Evaluation, Title IV Project, Independent School District #12 (Blaine, Minnesota).
Bercier, Byron
Circle Pines Independent School District 12, Minn.
28 Jul 77 18p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Objectives of the Title IV Indian Education Program were designed to meet the educational needs of the Native American students within the public school as defined by Federal program regulations. During the 1976-77 school year, the Parent Committee hired a Home/School Coordinator, the only staff position in the program. The Coordinator was to identify Native American students within the school district and to provide such services as personal, academic, and crisis counseling, family referrals, long-term personal problem solving, and making student contacts. Program activities were directed around socially and culturally oriented activities from which students would benefit. To evaluate the program, a questionnaire was given to teachers, students, parents, and administrative personnel. The school administration and teachers were very supportive toward the Native American students and problems they faced in school and the community by working closely with the Home/School Coordinator when difficulties arose. This in itself showed progress and an important function of Title IV in the school system. It was determined that the program had successfully completed its third year of operation. This report summarizes the activities and involvement of the Coordinator, and the program activities for the students and for the Parent Committee members; gives brief examples of the types of service provided by the Coordinator; and gives a tally count of the responses to 10 statements covering the program's general objectives along with the questionnaire. (NQ)
Descriptors: *American Indians/ Cultural Awareness/ Elementary Secondary Education/ Family School Relationship/ Field Trips/ Instructional Trips/ *Parent Participation/ *Program Content/ *Program Evaluation/ *Pupil Personnel Services/ Pupil Personnel Workers/ Questionnaires
Identifiers: *Centennial School District MN/ *Indian Education Act 1972/ Minnesota (Blaine)

ED148408 JC780025
Student Services: An Evaluation Over Time, 1972-1976. Research Report 16.
Selgas, James W.
Harrisburg Area Community Coll., Pa.
77 127p.; Some tables may be marginally legible due to print quality
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
A two-part survey was administered to students, faculty, student services staff, and administrators of Harrisburg Area Community College in order to assess the validity of student services. Part A of the survey asked the respondents to rate the importance, quality of service, and extent of use of five areas of student service: admissions, registration and records; guidance and counseling; job placement and financial assistance; student activities; and administrative services. Part B of the survey varied for each target group: students rated the competence of professional counselors, provided their perceptions of the "student counselor" role, and their preferences for centralized, divisional or decentralized student services; faculty and administrators assessed their abilities as academic or vocational advisors; and student services staff rated the importance of various types of counseling, the roles of student services administrators and staff, the importance of student services administrative functions, the amount of help needed by students for different types of problems, and the roles and relationships of professional and student counselors. The report presents the findings and compares them to those of a similar study conducted in 1972. Trends are noted and recommendations for improvement are made. The questionnaires are appended. (LH)
Descriptors: Administrator Attitudes/ Community Colleges/ *Counseling Services/ Counselor Role/ Faculty Advisors/ Institutional Research/ Job Placement/ *Junior Colleges/ Peer Counseling/ Program Administration/ *Program Evaluation/ Questionnaires/ Student Attitudes/ Student Financial Aid/ *Student Personnel Services/ Student Personnel Workers/ Student Records/ Surveys/ Teacher Attitudes

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41

DIALOG File1: ERIC 66-78/NOVERIC 66-78/NOV (Item 40 of 121) User1210 9feb79

ED147564 08 CE013912
Eradicating Sexism in Vocational Education. Final Report.
Weitz, Anna D.
Williamsport Area Community Coll., Pa.
21 Nov 77 101p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Bureau No.: 19-6802
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
A project was conducted to identify the nature and extent of sex role stereotyping in the Williamsport Area Community College. Using examination methods which could be replicated by other institutions, the project documented instances of sex role stereotyping in college procedures and materials which can affect students' career and educational options. The study was guided by the following objectives: conduct an institutional self-assessment to determine to what extent the college contributes to sex stereotyping in counseling and institutional activities; assess counseling, instructional, and career-related materials used by the college to determine the extent that material contributes to sex stereotyping; and conduct inservice seminars for instructional and counseling personnel on various aspects of sexism and ways to reduce or eliminate real or artificial barriers. Project activities included the following: compiled background information on sex stereotyping and bias in vocational education and the labor market; developed, administered, and analyzed results of an attitudinal survey administered to students and faculty on sex stereotyped beliefs; and reviewed each academic division to determine if any program or activity included factors which contribute to sex role stereotyping. (In this report, project recommendations are presented in the areas of recruitment and admissions, special courses and programs, staff and student development, career development and placement, facilities, support for nontraditional students, and administrative procedures) (BM)
Descriptors: Community Colleges/ *Counseling Services/ Discriminatory Attitudes (Social)/ Educational Improvement/ Enrollment/ *Equal Opportunities (Jobs)/ Instructional Materials/ *Post Secondary Education/ Program Evaluation/ Research/ *Sex Discrimination/ *Sex Stereotypes/ Staff Improvement/ Surveys/ *Vocational Education
Identifiers: Williamsport Area Community College PA

ED146502 CG011934
The Open Door: A Campus Peer Counseling Center.
Kahn, Malcolm; And Others
6 May 77 27p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Hollywood, California, May 4-7, 1977)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
This report discusses in detail the development and operation of the Open Door, a peer counseling center at the University of Miami, in operation since 1970. It includes the historical development, a description of the volunteer workers, the training program, and research programs concerning the Open Door. Broadly speaking, the workers provide information, counseling, referrals, and crisis intervention on topics varying from birth control to academic problems to drug use. The workers also hand out informational literature and sponsor educational forums on topics such as birth control and homosexuality. (Author/PFS)
Descriptors: *Counseling Services/ *Guidance Centers/ Higher Education/ *Peer Counseling/ Peer Relationship/ Program Evaluation/ Psychological Studies/ *Student Volunteers/ *Volunteers

ED146196 32 TM006571
National Institute of Education National Survey: Follow-up Study of Non-Instructional Auxiliary Services ESEA Title I.
National Opinion Research Center, Chicago, Ill.
Jul 77 293p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0124
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Eighteen case studies which supplement the National Survey of Compensatory Education are presented. This survey evaluated Title I-funded special services to low achieving students in poor schools, and was conducted by the National Institute of Education. The case studies describe health, guidance, psychological, social work, and other noninstructional services offered in 18 selected school districts. The percentage of Title I funding, selection criteria, district rationales, and the variance in the level of services from 1973-74 through 1976-77 are discussed. (Author/MV)
Descriptors: Case Studies/ Community Services/ *Compensatory Education Programs/ Disadvantaged Schools/ Disadvantaged Youth / Elementary Secondary Education/ *Follow Up Studies/ Guidance Services/ Low Achievers/ *National Surveys/ Needs Assessment/ Program Administration/ *Program Evaluation/ Psychological Services/ *Pupil Personnel Services/ Resource Centers/ School Districts/ School Health Services/ Social Services/ Speech Therapy
Identifiers: *Elementary Secondary Education Act Title I

ED143994 CG011898
Expectations of Beginning Counselors.
Nolan, Edwin J.
75 17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
In an attempt to determine the academic expectations of beginning Master's level students in a Counselor Education program, a 50-item questionnaire was administered to 38 of those students. Additionally, the entire faculty of this department was surveyed using the same instrument to determine how closely their views matched those of the students. Results indicate that students and faculty agreed on about 75% of the items. Possible reasons accounting for the dissagreements were discussed and the recommendation made that the faculty clearly articulate the philosophy, goals, and educational experiences as they currently exist in an effort to ensure mutual understanding and satisfaction. (Author)
Descriptors: *College Faculty/ *Counseling Goals/ Counselor Educators/ *Counselor Training/ *Expectation/ Masters Degrees/ *Program Evaluation/ *Student Attitudes/ Surveys

ED143969 CG011757
Differences between Perceived and Desired Career Planning Services among Students at the State University College at Oswego.
Schell, Robert E.
17 May 77 12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The main purpose of this study was to isolate the differences between the level of assistance in career development perceived by and desired by students at the State University College at Oswego. Since there was some intuitive reason to believe that these variables were related to the sex and class of the student involved, these variables were included in order to isolate interactions. Study results suggest that delivery of services is uneven. Students expect the college to help them in developing and carrying out their career plans. They described the program they felt would best reduce the discrepancy between desired and received services. (Author/CKJ)
Descriptors: *Career Planning/ *College Students/ *Counseling Services/ Higher Education/ *Occupational Guidance / Post Secondary Education/ Program Evaluation/ Research Projects/ *Student Development/ *Vocational Development

44

ED142168 IR004813
Educational and Occupational Counseling and Information Systems for Adults. Conference Report.
Apr 76 36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Along with the expansion of adult education has come an increased awareness of the needs of adults for information on career development and on the role education can play in that development, and for assistance in locating the specific courses or curricula which meet their needs. This report is directed to policy-makers in Federal and state agencies who are interested in or who manage counseling and information services for adults. It reviews and examines "first generation" activities (i.e., the Learning Exchange, CATALYST) and identifies fruitful directions for next generation efforts. Three major topics are addressed: (1) the groups who are served by the projects and those who are not; (2) the kinds and sources of data used and the mechanisms and techniques for presenting and delivering information and counseling to the adult client; and (3) the financial viability of these services beyond initial agency funding. Finally, issues concerning the evaluation of these services are discussed. Recommendations for actions by Federal agencies are given and focus on: (1) the need for further research and development, (2) the directions which new project funding should take, and (3) the need for actions by Federal agencies beyond continuing financial support. (Author/DAG)
Descriptors: Adult Education Programs/ *Adult Vocational Education/ *Counseling Programs/ Delivery Systems/ *Federal Programs/ Information Dissemination/ *Information Systems/ Occupational Information/ Program Content/ Program Costs/ Program Evaluation/ *State Programs/ *Vocational Development

ED138852 CG011315
Audio-Taped Desensitization for the Modification of Speech and Communication Anxiety.
McManus, Marianne
73 9p.; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C. September 3-7, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The fear of speaking before a group affects a high percentage of American adults. The effectiveness of an audiotape desensitization program was compared to conventional therapist-led group desensitization and no treatment for the modification of speech and communication anxiety behaviors. All desensitization treated subjects demonstrated significant anxiety level changes. Non-treated subjects did not. Subjects in the audiotape condition did not score in a significantly different manner from therapist-led group subjects. The results of the study indicate than an audiotape, low-therapist-contact desensitization program can be as effective as the customary therapist-directed desensitization programs. It also demonstrated the feasibility and acceptance of such a program by counseling clinic clients. (Author)
Descriptors: *Anxiety/ *Behavior Change/ College Students/ *Counseling Programs/ *Desensitization/ *Program Effectiveness / Psychological Patterns/ Research Projects/ *Speech Improvement/ Therapy

ED138750 CE010865
Educational Brokering a New Service for Adult Learners.
Heffernan, James M.; And Others
Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Jan 76 93p.
Available from: National Center for Educational Brokering, 405 Oak Street, Syracuse, New York 13203 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Educational brokerages are described in this monograph as intermediaries which help adult students find their way into and through the experience of postsecondary education. Examples given range from community-based, free-standing counseling and advocacy agencies to community colleges without faculty or campus. Each of the nine chapters asks and discusses a broad question related to setting up, maintaining, and evaluating an educational brokerage for adult learners. The questions are: What is educational brokering? How do we select our services? Whom do we serve? How do we staff our operations? How do we organize our operations? How do we relate to other institutions? How do we reach our clients? How do we make it financially? and How do we appraise our efforts? Two sections which appear in each chapter are "The Problems We Face" and "Our Reflections and Strategies." A list of participants in Project Exchange (a cooperative effort funded by the Department of Health, Education, and Welfare (DHEW) during which a number of educational brokerages shared the information which resulted in this monograph) is included in the introduction. An appendix suggests uses of the monograph and contains a directory of 18 brokering programs. (LMS)
Descriptors: Administrative Organization/ *Adult Counseling/ Adult Education/ *Adult Students/ Agency Role/ Community Agencies (Public)/ *Counseling Services/ *Educational Counseling/ Evaluation Criteria/ Evaluation Methods/ Financial Support/ Interinstitutional Cooperation/ Outreach Programs/ Personnel Policy/ *Post Secondary Education/ Private Agencies/ Professional Personnel/ Program Evaluation/ Staff Role
Identifiers: *Educational Brokering/ *Project Exchange

ED137680 CG011266
Placement and Follow-Up Annual Report. Dade County Public Schools.
Dade County Public Schools, Miami, Fla. Dept. of Pupil Personnel Services.
Apr 76 80p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
This report is presented in compliance with Chapter 73-235, Laws of Florida, and the Guidelines for Placement Services and Follow-up Studies, State Department of Education, which requires school districts to provide placement and follow-up services to all students who graduate from or leave the school system. The information contained in the report emanates directly from placement and follow-up activities conducted and reports submitted by occupational and placement specialists assigned to senior high schools and vocational adult centers. The report is presented in two major sections--Placement and Follow-up. The section dealing with placement describes the mechanics by which placement services have been provided as well as the results attained by placement specialists assigned to each high school. The section dealing with follow-up describes the procedures by which the follow-up instrument was developed, the survey population was identified, and the survey was administered, tabulated and analyzed. This report can serve as a guide to other school systems wishing to undertake a similar follow-up of its students. (Author)
Descriptors: Employment Services/ *Followup Studies/ *High School Students/ *Job Placement/ Occupational Guidance/ Program Evaluation/ *Pupil Personnel Services/ *School Districts/ School Services/ Student Employment/ *Student Placement/ Vocational Followup

ED136134 95 CG011172
Pupil Personnel Services: A Handbook for Program Development and Evaluation.
Wellman, Frank E.; And Others
Aug 75 345p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$18.07 Plus Postage.
The general purpose of the publication is to provide a resource guide for the development and evaluation of objective based programs of pupil personnel services (PPS). The emphasis throughout is upon the continuous and integrated nature of program development and evaluation, rather than as separate processes that are discrete in purpose, content, and time. This guide was designed for the use of local program developers and evaluators, State level leadership personnel, trainers of professional personnel, and independent evaluators. (Author)
Descriptors: Design/ *Evaluation Methods/ Goal Orientation/ Guides/ Input Output Devices/ Methods/ *Program Development/ Program Evaluation/ *Pupil Personnel Services/ *Resource Guides/ Systems Analysis

ED135998 CE009971
Facilitating the Career Development of Home-Based Adults: The Home/Community-Based Career Education Model. Final Report. Volume II. Research and Evaluation.
Guilfoy, Vivian M.; Grothe, Mardell S.
Education Development Center, Inc., Newton, Mass.
Jan 76 268p.; For related documents see CE 009 970-972
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0121
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

This second volume of a three-volume final report presents research and evaluation findings of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Primary focus is on home-based adults who used the career counseling service, which provided information, guidance, and referral by telephone using paraprofessional counselors. Section 2 details the demographic characteristics of 2,979 home-based adults, who called the service (August 1973 to March 1975) and examines the extent to which the nature of the callers changed over time. Section 3 describes characteristics of 1,157 home-based clients who used the service from March 1974 to March 1975 and explores clients' expectation from counseling, initial career objectives, and other factors. Section 4 presents data related to the nature and extent of activities engaged in by counselors and clients during the process of counseling. Section 5 examines the clients' career status at termination. Section 6 describes how clients reacted to and evaluated the services they received from the project. Section 7 deals with use of the resource center based on 268 noninstitutional visitors who used it in 1974. The final section of Volume 2 presents information collected during indepth interviews with 40 former clients. (Volume 1 of the final report covers the nature, context, and products of the model. Volume 3 consists of appendixes to the project.) (TA)

Descriptors: *Adult Programs/ Adults/ Career Choice/ *Career Education/ Community Programs/ Counseling Programs/ *Counseling Services/ Counselor Role/ Counselors/ Delivery Systems/ Demography/ Information Dissemination/ Information Networks/ Labor Force Nonparticipants/ Needs Assessment/ Occupational Guidance/ *Outreach Programs/ Paraprofessional Personnel/ Participant Characteristics/ *Program Effectiveness/ Program Evaluation/ Referral/ Resource Centers/ Telephone Communication Systems/ *Vocational Counseling/ Vocational Development/ Work Attitudes
Identifiers: Rhode Island (Providence)

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ED134883 CG011058
The Vancouver Elementary Schools Area Counsellor Services and the Area Counsellor Training Program. A Study Prepared for the Vancouver School Board. Research Report No. 75-03.
Kitley, Philip J.
Vancouver Board of School Trustees (British Columbia). Education Services Group.
Apr 75 54p.; Not Available in hard copy due to marginal legibility of original document.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

This study is concerned with an examination of the area counsellor services in Vancouver elementary schools and the support program of training for area counsellors. Information, opinions and suggestions were sought from a wide number of individuals and agencies having some connection with or interest in the services. It is recognized first of all that the area counsellors are providing a service which it would be difficult or impossible to replace. Several things combine, however, to hinder it from being as effective as it could be. These are dealt with in the recommendations which suggest an adjustment of the work load. This involves a careful setting down of priorities, greater understanding among staff and other specialists of the role of the area counsellor, and avoidance as far as possible of duplication of effort. Continuity of service at each school is also an important factor. The flexibility and continuing revision of the training program are commended. The practicum, recently introduced, is an important addition, and should be developed and extended, so that the trainee is able to experience as far as possible what it means to be an area counsellor. The program can offer a unique in-service training providing as it does practical preparation through involvement with the working operations of the schools and their related specialists and agencies. In sum it can be said that Vancouver elementary schools would be much the poorer without the area counsellor services, supported as they are by a preparation program virtually impossible to parallel. (Author)

Descriptors: Consultation Programs/ *Counseling Services/ *Counselor Training/ Educational Research/ Elementary Education/ *Elementary School Counselors/ *Elementary School Guidance/ *Field Interviews/ Program Evaluation/ Surveys
Identifiers: *British Columbia (Vancouver)

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DIALOG File1: ERIC 66-78/NOVERIC 66-78/NOV (Item 58 of 121) User1210 9feb79

ED133596 08 CE009708
School-Based Job Placement Service Model. Final Report.
McCloskey, I. L.
Columbia-Montour Area Vocational-Technical School, Bloomsburg, Pa.
30 Jun 76 36p.; For a related document see ED 119 000
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Report No.: VT-103-508 Bureau No.: 20-5802
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

This report describes the background and results of a project to establish a school-based job placement service in the Columbia-Montour Area Vocational-Technical School in Bloomsburg, Pennsylvania. The center's activities, based on a previously-developed model, included these components: (1) Cooperative job development with the Bureau of Employment Security, (2) cooperative job matching, (3) followup to assist in work adjustment, (4) the educational program, and (5) feedback of information to improve the program. Findings and analysis are reported for placement, the 1974-75 followup study, mobility, maturity, nontraditional careers, the Bureau of Employment Security, starting wages, and cooperation. Further conclusions are offered on the facility, the word processing machine, diversified occupations programs, letters to employers, industry input, and professional associations. Conclusions indicate the following: Students placed by the program obtained higher starting wages and jobs in larger corporations; some graduates did not show readiness to enter the world of work upon graduation; although employers sought women for nontraditional jobs, no female students had chosen training in these areas; and cooperation with the Bureau of Employment Security was good. Information about average starting salaries and the followup study is appended along with other project-related material. (NJ)

Descriptors: Cooperative Programs/ *Demonstration Programs/ *Employment Services/ *Job Placement/ Models/ Program Descriptions/ *Program Effectiveness/ Program Evaluation/ *Pupil Personnel Services/ Secondary Education/ Vocational Adjustment/ Vocational Followup/ Vocational Schools
Identifiers: Pennsylvania

ED132407# CG011105
Evaluative Research of a Community-Based Probation Program.
Moore, R. H.; Levine, D.
Nebraska Univ., Lincoln. Dept. of Psychology.
48p.
Sponsoring Agency: National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Report No.: PB-233-376
Grant No.: NI-71-055
Available from: National Technical Information Service, 5285 Port Royal Road, Springfield Virginia 22151 (order No. PB-233-376, HC $3.25, MF $1.45)
Document Not Available from EDRS.

The report presents a description of a volunteer probation counselor program involving the use of volunteer citizens in counseling relationships with youthful misdemeanant offenders. The program was conducted by the Lincoln-Lancaster, Nebraska, Municipal Court. The report contains a description of the essential features of the program including selection of probationers and volunteers. The effectiveness of the program is assessed by three classes of evaluative criteria--behavior, personality, and psychosocial. Performances of high-risk youthful misdemeanant offenders who were assigned randomly to either routine probation programming or Volunteer Probation Volunteer Probation Counselors are compared. A sample of low-risk youthful misdemeanant offenders assigned to routine probation programming were also studied. The relationships between successful volunteers and probationers is examined. A model of the successful Volunteer Probation Counselor (MODEL-VOL) is developed and its scientific value assessed by comparing predictions generated by the MODEL-VOL with measures of successful relationships. (Author)

Descriptors: *Adolescents/ Change Strategies/ *Counseling Programs/ *Delinquent Rehabilitation/ *Interpersonal Relationship/ Models/ *Paraprofessional Personnel/ Probation Officers/ Program Evaluation/ *Volunteers

ED130041 CE008240
Analyses of WIN Team Functioning and Job Requirements, Final Report: Duties Performed and Style of Functioning, in Relation to Team Effectiveness. Technical Report 72-12.
Kern, Richard P.
Human Resources Research Organization, Monterey, Calif. Div. 3.
Apr 72 150p.
Sponsoring Agency: Manpower Administration (DOL), Washington, D.C.
Report No.: HumRRO-TR-72-12
Contract No.: 51-49-70-03
Available from: National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Data were collected from a total of 110 WIN (Work Incentive Programs) Employability Development Teams to obtain information regarding the staffing composition of WIN teams, the extent to which distribution of job effort among team members emphasizes duty area specialization by job position title, the style of functioning in making client-oriented decisions, and the extent to which these factors contribute to the teams' effectiveness in the accomplishment of team and client goals. Major findings and recommendations showed and suggested that: (1) The more effective teams are those that deemphasize the separation among job position specialties in distributing the teams' work activities; (2) guidelines for staffing of WIN teams should consider four basic job position specialties instead of the current five. (These four are coach, counselor, job developer, and the clerical position. The work-training specialist position was deleted.); (3) it is important that all team members receive team training as a necessary condition for its impact on team performance; and (4) teams located in areas of relatively low unemployment routinely refer enrollees considered not job-ready to WIN Orientation and use this period of enrollment to interact with them in developing employability goals and plans. (TA)
Descriptors: *Counseling Services/ Counselor Role/ Data Analysis/ Employment Services/ Group Relations/ Interpersonal Competence/ *Job Analysis/ Personnel Evaluation/ Personnel Management/ Program Development/ *Program Effectiveness/ Program Evaluation/ *Staff Improvement/ Staff Role/ Staff Utilization/ Tables (Data)/ Team Training/ *Teamwork/ Training Techniques/ *Vocational Counseling/ Vocational Development
Identifiers: WIN/ *Work Incentive Program

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ED127490 95 CG010699
Guidance and Counseling in Pennsylvania: Status and Needs. Research Study.
Cormany, Robert B.; Paxton, James E.
West Shore School District, Lemoyne, Pa.
75 163p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
This project is an attempt at a statewide collection of baseline information on guidance counselors and the services being offered by those counselors in the school districts of Pennsylvania. Data were collected on: (1) counselors; (2) guidance program characteristics as described by counselors; and (3) the various publics being served by the guidance programs. Data were collected from counselors, students, parents, teachers and administrators. It was expected that the baseline information would aid in planning in-service programs, point out to counselors discrepancies in expectations, and help other communities in carrying out evaluations. The project had an advisory committee representing a spectrum of grade levels, professional affiliations and experience. The data suggest that the area most in need of attention is that of communication. The report discusses the ways in which the research results were disseminated, and the uses to which it could be put. (NG)
Descriptors: *Counseling Services/ *Demography/ Elementary Secondary Education/ *Guidance Services/ *Needs Assessment/ Program Evaluation/ *Pupil Personnel Services/ Pupil Personnel Workers/ Surveys
Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ *Pennsylvania

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ED126204 UD016174
School-Within-a-School. Waimanalo Intermediate and Elementary School. Evaluation Report 1971-72.
Hawaii Univ., Honolulu. Social Welfare Development and Research Center.
Sep 72 61p.
Sponsoring Agency: Hawaii State Dept. of Education, Honolulu.
Report No.: SWDRC-R-107
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
The School Within-A-School (SWS) Project was initiated during the 1970-71 school year with the Waimanalo School seventh graders who have now completed their second year with the project as eighth graders. The major goals of the SWS program rested on the assumption that students in Waimanalo have particular needs created by limited experimential backgrounds and economic deprivation. The goals included: the improvement of the students' self-image, the increase of the students' motivation to learn, the development in pupils and parents of positive attitude toward school, and the improvement of the students' academic achievement level. Evaluation procedures included such activities as designing and distributing evaluation questionnaires for education project personnel, referral and support personnel, students, parents and teachers; pre-and postadministrations of the Stanford Diagnostic Test, California Achievement Tests, and a Youth Inventory; direct observations; and interviews. It was concluded that, in general, the program objectives were not achieved to expectation, but observation results indicated that the SWS program did have limited success with some students. (Author/JM)
Descriptors: Class Organization/ *Compensatory Education Programs/ Curriculum Development/ *Grade 8/ Health Services/ *House Plan/ Paraprofessional School Personnel/ Parent Participation/ *Program Evaluation/ *Pupil Personnel Services/ Remedial Instruction/ Social Services/ Special Education/ Student Teacher Relationship/ Teaching Methods
Identifiers: *Hawaii (Oahu)

ED124659# UD016107
The Perceived Effects of a Skill Building Course Upon the Educational and Social Survival of Black Students at a Suburban High School.
Savage, Richard Alvin
75 110p.
Available from: Xerox University Microfilms; P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,931; Microfilm $7.50; Xerography $15.00)
Document Not Available from EDRS.
The purpose of this study was to research the effectiveness of a skill building course upon the educational and social survival of black students at a predominantly white middle class suburban high school. The subjects involved were two groups of students (N=50) who volunteered for the skill building course. These subjects were identified from among the 133 black student population at the high school (grades 9 through 12). The study examined the importance of learning and acquiring specific skills and techniques aimed at a basic modification of the educational and social needs of black students. The primary objective was to encourage the subjects to take advantage of the educational opportunity offered at the high school by becoming more involved in the total programs of an integrated student body. Five criterion measurements which rated the level of educational and social adjustment of subjects were used in this study. The measurements were rated by 4 teachers and 1 counselor. The measurements consisted of: Student Evaluation Scale; Class Attendance Record; Teacher Rating Scale; Student Activity Record; and, Observation Rating Scale. The ratings were done totally on observation levels on pre and post test measurements. There was a gain on all criterion measures in this approach, it was found. (Author/JM)
Descriptors: Adjustment Counselors/ *Counseling Programs/ Doctoral Theses/ *High School Students/ *Interpersonal Competence/ *Negro Students/ Program Evaluation/ School Integration/ Skill Development/ Social Adjustment/ Social Relations/ Student Adjustment/ *Suburban Schools
Identifiers: *Massachusetts (Boston)/ METCO/ *Metropolitan Council Educational Opportunity

DIALOG File1: ERIC 66-78/NOVERIC 66-78/NOV (Item 64 of 121) User1210 9feb79

ED120579 CE006978
Guidance, Counseling, Placement and Follow-up in Selected Illinois Schools.
Burgener, V. E.; Stark, Robert L.
Midwest Educational Research Evaluation and Training Center, Champaign, Ill.
Jun 75 58p.
Sponsoring Agency: Illinois State Advisory Council on Vocational Education, Springfield.
Report No.: VT-102-703
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
The study described in the report was made to determine the status of guidance, counseling, placement, and followup services in selected Illinois schools and to make recommendations for improvement. Study tasks included surveying 16 schools (by mail and by on-site visits) and interpreting the collected data. Six community colleges, six high schools, and four area vocational centers were the institutions chosen for the study. A generalized profile of guidance and counseling services was prepared indicating where guidance staff performed coordinating and/or consultation functions and where these roles were assumed by teachers and counselors. Composite information from the three types of schools includes student, teacher, and counselor perceptions of the services. Placement and followup services in the sample schools varied, with data not always available, although it was found that the employment rate of graduates and even dropouts was quite high. Recommendations include a coordinated career education program with component guidance and counseling services at the K-14 level, additional guidance and counseling staff with professional training a prerequisite to certification, better articulation, and required job placement services and first-year followup of all enrollees. (Author/MF)
Descriptors: Area Vocational Schools/ Community Colleges/ *Counseling Services/ Counselor Role/ *Guidance Services/ Job Placement/ Occupational Guidance/ Placement/ Post Secondary Education/ *Program Evaluation/ School Services/ *School Surveys/ Secondary Education/ *State Schools/ Tables (Data)/ Teacher Role/ Vocational Counseling/ Vocational Followup
Identifiers: *Illinois

ED119081 88 CG010390
A Self-Study of the Guidance and Counseling Department in the Public Schools of Suffield, Connecticut, 1973-1974.
Suffield Board of Education, Conn.
74 234p.; For related documents, see CG 010 391 and 392
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage
This project carried out by members of the school system presents a detailed description of the town of Suffield, Connecticut and its public school system, and then specifies the counseling services provided in the school system. It details the attempts to clarify the role of counselors as perceived by various parts of the school system (e.g., administrators, teachers); the congruity between counselors and other in perception; and the satisfaction and dissatisfaction of all concerned with the counseling services. Since the paper provides extensive details and specification of approaches as well as questionnaire content and responses, it can provide a practical guide and model for other schools and school systems interested in initiating their own research projects for assessing and evaluating their counseling services. (NG)
Descriptors: Accountability/ *Counseling Services/ Educational Guidance/ Elementary Secondary Education/ *Evaluation/ Models/ *Program Evaluation/ *Pupil Personnel Workers/ *Role Perception/ School Involvement
Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III

ED119000 CE006584
Evaluation of Three School-Based Job Placement Projects in Pennsylvania. Final Report.
Meehan, Merrill L.; Franchak, Stephen J.
Nov 75 176p.
Sponsoring Agency: Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage
The study attempted a comprehensive evaluation of the process and product of a school-based job placement model operating in three Pennsylvania area vocational schools (AVTS). Random samples of AVTS and sending school seniors were post-tested on employability skills. Students, parents, school personnel, employers, Bureau of Employment Security (BES) personnel, and community contacts were surveyed. Study objectives were to assess job placement specialists' performance in: (1) preparing students with job searching skills and knowledge; (2) job matching (finding jobs satisfying students' interests and training); and (3) establishing and maintaining cooperative working relations with BES. The study concluded that a formalized placement service can increase the probability of a student obtaining employment over those schools who do not have such a service. Further, students utilize such a service if it is available, and, along with their parents, employers, and others, believe that the school should provide such services. Finally, better cooperation between the school and BES can lead to effective job placement. Findings are supported with statistical data throughout. Selected recommendations addressing the pilot job placement projects deal with the continuation and improvement, where appropriate, of the projects' successful practices. Project-related materials and survey instruments are appended. (BP)
Descriptors: Administrator Attitudes/ *Area Vocational Schools/ Employer Attitudes/ Employment Services/ Evaluation Methods/ *Job Placement/ Job Skills/ Job Training/ Parent Attitudes/ Program Attitudes/ Program Effectiveness/ *Program Evaluation/ *Pupil Personnel Services/ Questionnaires/ *School Surveys/ Secondary Education/ State School District Relationship/ Student Attitudes/ Teacher Attitudes/ Vocational Education
Identifiers: *Pennsylvania/ Pennsylvania Bureau of Employment Security

ED117602 CG010306
Promising Guidance Practices in Texas, 1974-75.
Texas Education Agency, Austin. Div. of Guidance Services.
75 25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
In 1974, the Texas Education Agency Division of Guidance Services established as one of its objectives the identification of a cross section of promising guidance practices. The idea for such a project came from the fact that agency guidance consultants often discovered exemplary practices by accident. Sometimes these were small, innovative projects carried out by a zealous individual or a few staff members in one school, and sometimes they were systemwide programs. The Division of Guidance Services decided there should be a systematic attempt to find such practices and give them additional recognition. This publication is the result of that attempt. Its purpose is to highlight 30 selected examples of innovative approaches to guidance and to serve as an example to other educators who look for ways to increase their guidance services to students. Projects selected are categorized into six groups: Elementary Schools, Middle Schools, High Schools, All Levels, Schools Without Counselors, and Schools with Guidance Associates. The last section lists 69 additional schools with effective guidance practices. (NG)
Descriptors: Career Education/ *Counseling Services/ *Elementary Secondary Education/ Evaluation/ *Guidance Programs/ Junior High Schools/ *Methods/ *Program Descriptions / Program Evaluation

ED116095 95 CG010264
A Consortium Approach to Planned Change: A Review and Evaluation.
Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, Bloomington, Ind.
188p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: DeWayne J. Kurpius, H. L. Smith Center for Research in Education, Indiana University, 2805 East 10th Street, Bloomington, Indiana 47401
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
This report describes and evaluates the Midwest Center/Satellite Consortium which was designed to initiate change in the pupil personnel services in urban schools. This consortium, through university and public school system cooperation, aimed to effect change within institutions while aiding pupil personnel workers to achieve a balance between task and interpersonal dimensions of schooling. This evaluative report begins with a section reflecting the emphasis on program definition, data collection and program change considered by the Center to be essential components of the evaluation effort. The entire consortium is evaluated by examining the individual satellites and their outcomes within the context of the project goals and their interventions. The second section is an evaluation presented by an evaluation counselor. He describes the counseling steps he took and the conflicts and frustrations experienced along the way. He then discusses some alternative evaluation procedures based on the issues he has raised. The final section presents a view of the project from an administrative director. Such issues as decentralized funding, modes of decision making, and prospects for implementing change through university-school system consortia are discussed. (SJL)
Descriptors: *Change Strategies/ Consortia/ *Cooperative Programs/ Educational Change/ Humanistic Education/ *Program Evaluation/ Public School Systems/ *Pupil Personnel Services/ *Urban Education

ED113657 CG010161
A Self-Study of the Counseling and Guidance Department of Pupil Personnel Services 1972-1973. State College Area School District.
State College Area School District, Pa.
73 189p.
EDRS Price MF-$0.76 HC-$9.51 Plus Postage
An extensive self-study has provided considerable information about the guidance and counseling services in the State College Area School District. Appropriate personnel have stated 21 objectives for these services as well as recommendations to implement these objectives. The latter deal with: (1) providing adequate and continuous guidance and counseling services to students in elementary and secondary education; (2) improving the coordination between counselors on the one hand, and teachers and administration on the other; (3) establishing an ongoing relation between parents and counselors to help the former understand their children better as well as to help them understand the purpose and programs of the schools; (4) fostering continuous teamwork among those specialists within the school system whose functions can aid the development of students; and (5) making use of community resources as well as acting as a liaison between the school and the community professional agencies. Finally, an appeal is made to all interested and responsible parties to review this report and its accompanying recommendations, and to try to implement them. (Author/SE)
Descriptors: *Counseling Goals/ Elementary Secondary Education/ *Guidance Objectives/ *Guidance Programs/ Program Descriptions/ *Program Evaluation/ *Pupil Personnel Services/ School Districts/ Teacher Participation

ED112322# CG010095
The Complete Handbook of Peer Counseling. An Authoritative Guide for the Organization, Training, Implementation and Evaluation of a Peer Counseling Program.
Samuels, Don; Samuels, Mimi
75 191p.
Available from: Fiesta Publishing Corporation, Educational Books Division, 1515 N.W. 7th Street, Miami, Florida 33125 (HC $5.95, discounts on quantity available)
Document Not Available from EDRS
This handbook describes the merits of peer counseling within a drug education and prevention program, especially its effectiveness as compared to traditional approaches to drug abuse prevention. The means and methods to developing, organizing and implementing a peer counselor program are described in detail. Implementation is presented on a day by day basis for the 15-day training cycle. The authors also provide methods and instruments for evaluating the programs as a whole, and the individuals within the program: the teacher, the peer counselor, and the student. (Author)
Descriptors: Accountability/ Books/ *Counseling Programs/ *Counselor Training/ *Drug Education/ *Peer Counseling/ *Program Development/ Program Evaluation

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ED112302 CG010075
The Use of Self Help Groups as Supportive Reference Communities.
Powell, Thomas J.
23 Mar 75 20p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975); For related document, see CG 010074
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
This paper demonstrates how the professional and self help groups can cooperate in offering direct client assistance. The author discusses the potential uses of the self help group by the professional counselor, and then examines these three dimensions of organized self help groups which should be considered: (1) their basic posture with respect to integration with society and collaboration with the professional community; (2) the manner in which they define a particular problem, and (3) actual program activities. He also discusses some benefits of self help program. (Author/HMV)
Descriptors: *Cooperative Planning/ *Counseling Services/ *Helping Relationship/ Nonprofessional Personnel/ *Program Effectiveness/ *Self Help Programs/ Speeches/ State of the Art Reviews

ED110842 CE004683
Effectiveness of an Orientation and Counseling Program for Adult Evening Students at Drake University.
McCannon, Roger S.
18 Apr 75 16p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 18, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Literature on counseling adult college students is extremely limited; few if any training programs are currently operating with the purpose of preparing counseling specialists in adult education. Moreover, college/university orientation programs for new entering adult part-time evening students are virtually nonexistent. Recognizing the need for supportive services, Drake University initiated an orientation and counseling program for new entering adult evening students during fall and spring semesters of 1972-73. Individuals were randomly assigned to a treatment group (28 students) and a control group (27 students) and pretested and post-tested. The orientation program, consisting of seven weekly 1 1/2 hour meetings, was geared to increased self-understanding, major developmental tasks of college students, the development of self-appraisal and self-direction, and better emotional development. A unique feature of the program was the development of a simulation game, BALANCE, to help students in their adjustment to the college experience. Statistical analysis revealed that students participating in the orientation and counseling program had a significantly higher grade point average at the end of the semester. (EA)
Descriptors: *Adult Students/ *College Students/ *Counseling Programs/ Educational Games/ Emotional Development/ *Evening Students/ Program Effectiveness/ *School Orientation/ Self Concept/ Self Evaluation/ Simulation/ Student Personnel Services
Identifiers: Drake University (Des Moines)

ED109577 CG009986
A Report of a Program for Identifying Goals and Behavioral Objectives of Representative Pupil Personnel Programs in the Public Schools of Connecticut.
Tilley (W.L.) Associates, Coventry, Conn.
21 Apr 75 106p.; Best copy available; several pages may reproduce poorly
Sponsoring Agency: Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
This paper describes a workshop for pupil personnel workers inaugurated to formulate statewide goals and objectives for Pupil Personnel Services in the public schools of Connecticut. Separate workshops were held for urban and suburban pupil personnel teams. Included in the report is a rationale for the workshops, a day-by-day schedule of workshop activities, samples of letters sent to participants, a project design flow chart and samples of all workshop materials. (HMV)
Descriptors: *Accountability/ Counseling Goals/ *Educational Accountability/ Elementary Education/ *Management by Objectives/ Management Systems/ Objectives/ Program Descriptions/ *Pupil Personnel Services/ State Programs/ *Workshops
Identifiers: *Connecticut

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DIALOG File1: ERIC 66-78/NOVERIC 66-78/NOV (Item 74 of 121) User1210 9feb79

ED105917 JC750310
The Counselor as a Social Force: Identifying Counselor Role and Functions in the Community College.
Whitehead, Everett
Jun 74 106p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree. Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
School counselors face identity crises since they must respond to the conflicting demands of students, faculty members, administrators, commercial and industrial interests, parents, and the local community. In order to defend themselves against public criticism, counselors must find a way of illustrating their effectiveness. Data obtained from an administration of the IRC Input-Output Analysis of Student Personnel Services (1971-73) was used to determine the performance (objectives, efforts, and outputs) of all Florida community college counselors and of Brevard Community College (BCC) counselors. The major conclusions drawn are: (1) counselors are an effective social force in educational institutions and will remain so as long as their services facilitate the goals of the institution; (2) counselors do have an identity problem; (3) a systems approach to the management of counselor activities can be an effective tool in defining and evaluating the role and effectiveness of community college counselors; and (4) counseling is functioning at a healthy and satisfactory level in Florida community colleges and at BCC. The author recommends the adoption of a systems model by BCC counselors; such as a model will determine the results of exact services provided and will measure the benefits in relation to cost to the institution. A review of pertinent literature and several tables and charts illustrating data are also included. (DC)
Descriptors: Cost Effectiveness/ *Counseling Effectiveness/ *Counseling Goals/ Counselor Acceptance/ *Counselor Evaluation / Counselor Functions/ Counselor Performance/ Counselor Role/ Counselors/ Input Output Analysis/ *Junior Colleges/ Management by Objectives/ Practicums/ Student Personnel Services/ *Systems Analysis
Identifiers: Brevard Community College/ *Florida

ED105367 95 CG400119
Vocational Counseling of Disadvantaged Students. Searchlight: Relevant Resources in High Interest Areas. Update Search 12U-2.
Galant, Richard, Comp.; Moncrieff, Nancy J., Comp.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Dec 74 14p.; For related documents, see ED 082 113
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2487
Contract No.: OEC-3-6-002487-1579
Available from: Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC $1.50, cash or money order must accompany request)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This second updated search of the ERIC system, "Dissertation Abstracts," and the journal literature yielded 76 documents which present guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students. (CJ)
Descriptors: *Counseling Services/ *Disadvantaged Youth/ Elementary School Students/ Guidance Programs/ *Occupational Guidance/ *Program Effectiveness/ Secondary School Students/ *Vocational Counseling
Identifiers: *Searchlight

ED105353 CG009888
An Analysis of the Importance of Selected Functions of Counseling Centers in Public Colleges in the State of Maryland.
Gross, Thomas S.; And Others
74 8p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
Counseling center directors at colleges in the state of Maryland were asked to rate the importance of several selected functions of their counseling centers. The functions rated were: (1) psychological problem counseling; (2) reading and study skills assistance; (3) testing; (4) academic advisement; (5) college orientation; (6) evening student counseling; (7) assistance with selecting graduate schools of study; and (8) health. Questionnaire results were compared across several categories to determine similarities and differences among schools. Generally, the data support the belief that counseling centers, as service agencies for institutions, emphasize those needs that best serve the institution with which each is affiliated. (Author/PC)
Descriptors: *College Programs/ *Comparative Analysis/ *Counseling Centers/ *Counseling Programs/ Higher Education/ Program Effectiveness/ *Program Evaluation/ Research Projects

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ED105006 UD014995
Title III-ESEA: Supplementary Educational Centers and Services and Guidance, Counseling, and Testing; Project Evaluation Reports, FY 74.
Wyoming State Dept. of Education, Cheyenne.
30 Jun 74 117p.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
This State of Wyoming evaluation report on programs, projects, services, and activities funded in whole or in part under Elementary Secondary Education Act Title III, is divided into two parts. Part 1 includes summaries of the implications and recommendations drawn from on-site visits to each of the projects, including such projects as Personalizing Learning Opportunities, Making Use of Sight and Ear; Continuous Individualized Learning K-12, Sharing Hastens a Realistic Education, Shaping and Sharing Human Values, Development of a Physical Therapy Program for Treatment of Specific Learning Disabilities, Occupational Education in the Classroom, and 18 other projects. The total report to the project included statistical summaries of data drawn from the various instruments used in the on-site visit. Interested parties can study this data on request. Requests should be directed to Alan G. Wheeler, Title III ESEA Coordinator, State Office Building West, Cheyenne, Wyoming 82002. Part 2 consists of the rationale and forms typically used on an on-site visit. This material was developed by the Planning and Evaluation staff of the Wyoming State Department of Education. Specific instruments used in a given project are on file in the Title III office. (Author/JM)
Descriptors: Ancillary Services/ Annual Reports/ Counseling Programs/ Educational Assessment/ Guidance Programs/ Individualized Instruction/ *Program Administration/ *Program Evaluation/ *Pupil Personnel Services/ Socialization/ *Supplementary Educational Centers/ Testing Programs
Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III/ Wyoming

ED101075 CE002808
Goals and Objectives for Pupil Personnel Services. And: Career Planning Survey; Student Booklet.
Fillmore, Emery H.
Huntington Beach Union High School District, Calif.
74 87p.; A report from Westminster High School; Not available in hard copy due to poor reproducibility of original document
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
The pupil personnel services unit goals and student objectives set down in the booklet were produced by one California high school's counseling staff in order to comply with a State legislature mandate for accountability. Behavioral objectives have been set in five domains: the educational, the social/personal, career development, the consultative, and job satisfaction. The booklet is comprised of one-page forms designed to facilitate the planning and the evaluation of the achievement of each objective. The unit goal, the specific objective, the indicator, an evaluation grid, and a space to record a "work plan" are provided on each form. A brief implementation plan is outlined, and a flow chart related to objectives connected to questions in a career planning survey is given. The career planning survey (a student questionnaire), designed to help counselors meet the student's needs, is included in the document. (AJ)
Descriptors: Behavioral Counseling/ Behavioral Objectives/ *Counseling/ *Counseling Effectiveness/ *Counseling Goals/ *Counseling Programs/ Counseling Services/ Educational Accountability/ Educational Counseling/ Guidance Objectives/ Individual Counseling/ Job Satisfaction/ Objectives/ Program Evaluation/ Questionnaires/ *Secondary Education/ Secondary School Counselors/ Senior High Schools/ Vocational Counseling

ED099740 CG009388
Pupil Services New York State. 1973.
New York State Education Dept., Albany. Div. of Pupil Personnel Services.
Aug 74 24p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
During the spring of 1973, an indepth survey of the status of pupil personnel services in New York school districts was conducted as part of the State Education Department's regular program for such studies. The survey was a cooperative effort of the Division of Pupil Personnel Services, the Bureau of Educational Data Systems, and the Bureau of Statistical Services. This primarily statistical report summarizes the results of the survey and is concerned with the management of pupil personnel services. It should be useful to local school officials in contrasting their programs with others around the State. (Author)
Descriptors: *Administrator Evaluation/ Counseling/ Program Content/ *Program Evaluation/ *Pupil Personnel Services/ *Statistical Data/ *Surveys
Identifiers: *New York

ED097364 TM003999
Introducing and Developing a Program of Accountability. Pupil Personnel Services Guidelines. Monograph No. 3.
Kaplan, Louis
National Association of Pupil Personnel Administrators.
May 74 23p.
Available from: Director of Special Services, Princeton Regional Schools, P.O. Box 711, Princeton, New Jersey 08640 ($1.00)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
Pupil personnel service (pps) workers, who devote most of their efforts to the humanistic aspects of education, have shown reluctance toward embracing a performance model of accountability. Nevertheless, pps workers realize that a good system of accountability is intrinsically necessary as well as desirable. Some guidelines for developing an accountability system for pps as part of the total educational enterprise are provided. Some of the basic elements of accountability are discussed and their application to a school system or district program of pps and to programs at the school level are described. This general discussion is followed with brief illustrations designed to clarify the procedures previously discussed. These illustrations are not be be interpreted as an organizational model for pps. Nor are the elements of accountability discussed here intended to be a blueprint for an accountability system. Each pps administrator will want to adopt the principles and procedures described here to his own circumstances and needs--expanding, condensing, or modifying them as necessary. (Author/RC)
Descriptors: *Educational Accountability/ Evaluation/ *Models/ Objectives/ *Pupil Personnel Services/ School Districts/ Schools

ED096597 CG009359
Accountability in Guidance Services. A Guide for the Development of a Competency-Based Outcome-Stated Guidance Plan.
Texas Education Agency, Austin. Div. of Guidance Services.
Aug 73 82p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
In recognition of the need for guidance services to be accountable for their portion of the educational process, this guide was designed for the development of a competency-based, outcome-stated plan by each school district in Texas. The guide covers the five phases of the planning process and the counselor competencies required. The format is designed to demonstrate a viable model for the development of an accountable guidance plan. The publication is divided into two major parts. The first part consists of a statement of the five sequential phases of the planning process for a guidance program plan. These sequential phases are: (1) assessing needs, (2) setting priorities, (3) developing objectives, (4) developing activities to achieve objectives, and (5) evaluating program. The second part briefly outlines the five phases with their objectives, processes, and outcomes restated without the explanatory narrative statements. The authors suggest that in developing a district guidance plan, the effectiveness of the objectives and processes would be measured in terms of pupil outcomes. Extensive appendixes include examples of needs assessment instruments, district guidance plans, and an evaluation format. (Author/PC)
Descriptors: *Accountability/ *Counseling Programs/ Guidance Functions/ *Guides/ Needs/ *Performance Based Education/ *Program Development/ Program Effectiveness/ Public Schools/ Research Projects
Identifiers: Texas

ED094673 HE005797
The Higher Education Location Program (H.E.L.P.): Wisconsin's Answer to a Multi-Campus System's Information Crisis.
Bradley, Mark J.
73 14p.; Paper Presented at the Upper Midwest Conference on Institutional Research (Macalester College, St. Paul, Minnesota, 1973)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
In response to the information need of prospective students, parents, and high school guidance counselors, the University of Wisconsin system initiated a service unique among multicampus systems in the United States. The Higher Education Location Program, or HELP, is a statewide, toll-free telephone counseling service designed to provide one central source of information concerning any 2-year center, 4-year campus, or extension program in the University of Wisconsin system. After an initial 4-month pilot period, an extensive followup study was conducted to determine the need for HELP and the effectiveness it has on the work of university admissions staff, as well as high school guidance counselors. The pilot period having warranted HELP's continuance, serveral innovations were made in the program to increase its effectiveness. These are also discussed. (Author)
Descriptors: *College Bound Students/ *Counseling Programs/ *Counseling Services/ Educational Innovation/ *Higher Education/ *Information Services/ Program Descriptions/ Program Evaluation/ Telephone Instruction
Identifiers: HELP/ *Higher Education Location Program/ University of Wisconsin

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ED092816 CG008899
Evaluation Report: Projects in Personnel Services from the Department of Education, San Juan, Puerto Rico.
74 856p.; Projects 29 and 77 (Closed Circuit TV) may reproduce poorly due to quality of original documents
Sponsoring Agency: Puerto Rico State Dept. of Education, Hato Rey.
EDRS Price MF-$ 1.39 HC-$43.80 PLUS POSTAGE
This mammoth document consists of a random series of project reports and proposals from the Puerto Rican Department of Education. Each report is a distinct entity, and lists the school districts involved in the project under discussion. The papers all focus on those aspects of strategies and services which will help students to remain in school, help students to acquire language and work skills which will make them employable, and help them learn about educational and vocational opportunities. While some reports contain objectives and recommendations, most reports are primarily collections of data, statistics, and forms. Some of the areas covered by reports are: (1) guidance and counseling program evaluation; (2) diagnostic centers; (3) rural pupils; (4) closed circuit TV; (4) basic reading and math skills; (5) learning resources; (6) sports; (7) materials for handicapped; and (8) educational opportunity centers. (CJ)
Descriptors: *Counseling Programs/ Dropout Prevention/ *Dropout Programs/ Educational Programs/ Potential Dropouts/ *Program Evaluation/ *Puerto Ricans/ *School Community Programs
Identifiers: *Puerto Rico

ED087494 JC740059
Student Characteristics Revealed Through Individual Psychological Counseling Services.
Davis, Anna Gale
11p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The objective of this study was to identify specific characteristics of students who avail themselves of the counseling services offered by the college psychological counseling clinic. The study was designed to provide relevant data concerning two important questions. First, is a specific psychological counseling service needed as part of the college program, i.e. does contact with the service indicate alleviation of behavioral symptoms which would impede a student's school performance? Secondly, are counselors in the psychological clinic dealing with different student problems than counselors in the counseling office? Analysis of a random sample of clinic records, including stated reason for coming and outcome of counseling, indicates that the service has been effective for alleviating symptoms which could interfere with successful adjustment, including school performance. Results also provide evidence to support the theory that students coming to the psychological clinic for assistance have stated problems different from those requesting assistance from the counseling office. (Author)
Descriptors: *College Students/ *Community Colleges/ Counseling Effectiveness/ *Counseling Services/ Post Secondary Education/ Program Evaluation/ *Psychological Services/ *Student Characteristics/ Student Problems/ Technical Reports

ED087285 HE005080
Counseling Services in MAP: An Evaluation, 1972-73.
DeVestern, Diane; Carek, Roman
Bowling Green State Univ., Ohio.
73 42p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This document evaluates the counseling aspect of the Modular Achievement Program (MAP) at Bowling Green State University. Following a review of the overall functions and activities, the programs relationship with MAP component programs is discussed. Related documents are HE 005 102, 005 083, 005 078, 005 082, 005 081, 005 101, 005 077, and 005 079. (MJM)
Descriptors: *Counseling Programs/ *Counseling Services/ *Educational Innovation/ *Higher Education/ Program Coordination/ *Program Descriptions/ Program Evaluation/ Schedule Modules
Identifiers: MAP/ *Modular Achievement Program

ED086914 CG008276
Progress Report: Pupil Personnel Services.
Woolley, Dale
Newport-Mesa Unified School District, Newport Beach, Calif.
Jul 73 15p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

The Newport-Mesa Unified School District has developed an innovative approach to the organization and administration of Pupil Personnel Services. This approach reflects the Statement of Educational Principles and the Management and Operations Principles of the District which emphasize results--from which reasonable student progress can be demonstrated. The District's Pupil Personnel Services programs, made up of counselors, psychologists, and managers, work toward these results by the use of both interventive methods--helping young people with special problems--and preventive methods--helping to prevent students from developing problems that could interfere with their ability to make reasonable progress. The results management approach to Pupil Personnel Services places emphasis on the school setting priorities regarding the school needs to which pupil personnel resources should be allocated. This priority setting process may indicate, in some situations, that certain results to which the school is not now allocating resources are of high priority and should have resources allocated to them. This, in turn, may require that pupil personnel specialists develop new skills and knowledge in order to contribute these new results. Inservice training is being provided both at the District and at the school level to help staff develop these new skills. (Author)

Descriptors: Counseling Effectiveness/ Guidance Objectives/ *Guidance Services/ *Management Education/ *Program Development/ *Program Evaluation/ *Pupil Personnel Services/ School Districts/ Staff Improvement/ Student Personnel Programs

Identifiers: *Accountability

ED085616 CG008520
Outcome Management Applied to Pupil Personnel Services.
Mease, William P.; Benson, Loren L.
Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.
73 119p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

In response to the demand for accountability of pupil personnel services, this report presents a management model that capitalizes on the following concepts: self, others, outcome, management. In establishing the prerequisites for effective individual management of services, the report discusses needs assessment, outcome specification, effective planning for outcome achievement, and evaluation. The report provides practical application exercises that consist of writing need and goal statements, writing success indicators, identifying inhibiting and facilitating factors, identifying subpopulations, defining the environment, and implementing activities. Appendices include needs assessment forms for parents, teachers, and students. (LAA)

Descriptors: *Behavioral Objectives/ Counselors/ *Educational Accountability/ *Management Systems/ *Models/ Needs/ Performance Specifications/ *Pupil Personnel Services/ Reports/ Success Factors

Identifiers: Title III

ED085053 JC740004
An Evaluation of the Counseling Services at a Canadian Community College.
Tallon, R. Bruce
73 99p.; M.A. Thesis, Niagara University
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

A study was conducted to evaluate the student counseling and development services at Niagara College for the year 1970-71. A client group was compared with two groups of non-clients by means of questionnaire administered on registration day. A total of 1,269 day students, 80 percent of the student population, participated. Group one consisted of 575 freshmen who had no previous exposure to counseling at Niagara. Group two was made up of 400 freshmen and second- and third-year students who sought and received counseling at Niagara. Group three consisted of 294 second and third-year students who had neither sought nor received counseling at Niagara but who had been exposed to counseling in the past. A 23-item multiple choice questionnaire was constructed to obtain information concerning respondent characteristics, use of counseling services, satisfaction with counseling, perception of effective counseling, and preference for certain counseling styles. Counseled respondents were found to be very satisfied with their counseling at Niagara. Although most would use counseling services primarily for educational concerns, the same majority would consult an instructor before going to a counselor with academic problems. Most respondents would consult a close friend in case of personal difficulties before going to a counselor. The majority also perceive counselors as a source of assistance with career planning and prefer to seek counseling rather than be called to see a counselor. Recommendations for further research are made. (Author/KM)

Descriptors: Community Colleges/ *Counseling Effectiveness/ *Counseling Services/ Counselor Performance/ Counselor Role/ Educational Counseling/ Guidance Counseling/ *Institutional Research/ Masters Theses/ *Program Evaluation/ *Student Opinion

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ED083272 TM003233
Evaluation of Title I ESEA Projects, 1971-1972. Volume IV, Auxiliary Services to Schools and Pupils.
Chern, Hermine J.; And Others
Philadelphia School District, Pa. Office of Research and Evaluation.
73 46p.; DIR-1
Report No.: R-7219
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This final volume of reports on the evaluation of ESEA Title I projects in Philadelphia 1971-1972 is concerned with the cluster "Auxiliary Services to Schools and Pupils." In this report are examined the theoretical bases for the creation and integration of projects directed toward the broad-based career development goals of the School District of Philadelphia, and the degree to which these goals are facilitated by the common impact of the projects in this cluster. Projects included in this cluster are: Apparel Industry Training, College Placement, Counseling Services, Counselor Aides, and Motivation Program. Following a cluster overview, digest reports are given of the projects in the following format: identification and description of the project (rationale, objectives, operational characteristics, previous evaluations); current evaluation procedure (scope and design, instruments, subjects, analysis of data); results; and conclusions. (For related documents, see TM 003 230-232.) (DB)
Descriptors: *Career Planning/ *College Placement/ *Counseling Services/ Elementary Grades/ *Evaluation Methods/ *Program Evaluation/ Secondary Grades/ Student Motivation/ Technical Reports
Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I/ Philadelphia

ED082113 CG400094
Searchlight: Relevant Resources in High Interest Areas. 12U Update Search. Vocational Counseling of Disadvantaged Students.
Kopita, Ronald R., Comp.; Shill, Karen
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Sep 73 23p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2487
Contract No.: OEC-3-6-002487-1579(010)
Available from: Impact Publications. School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 ($1.00)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This updated search of the ERIC system, "Dissertation Abstracts", and the journal literature yielded 69 documents which present guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students. (SD)

Descriptors: *Counseling Services/ *Disadvantaged Youth/ Elementary School Students/ Guidance Programs/ *Occupational Guidance/ *Program Effectiveness/ Secondary School Students/ *Vocational Counseling

ED078122 UD013659
Intensive Rehabilitation Efforts Toward Total Family Members in Two Characteristically Different Model City Areas. Final Report.
Cloward, Robert; And Others
Rhode Island State Dept. of Social and Rehabilitative Services, Providence.
72 48p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This project originally began as a direct result of counselor activities and difficulties in the Model Cities areas. The Providence and Pawtucket Model Cities areas proved to be a source of frustration for the counselors involved due to the multiplicity of problems found there and the inadequacy of the usual Division of Vocational Rehabilitation couselor-client approach to problems. After several meetings with the Model Cities personnel, the format to the present project was conceived, and considered to be the best approach to meet the needs of the residents of the Model Cities areas. This demonstration project was an attempt to determine whether or not an intensive family rehabilitation effort would succed in Model Cities areas where previous attempts at implementing Vocational Rehabilitation services were not totally successful. Counselors were to work with the family as a group rather than with individual family members. Along with this, counselors were to be trained in Behavior Modification techniques so that they would be the primary source of service for their clients as opposed to the traditional "purveyor" of service approach. Since the project was terminated at an early stage in its implementation, there is no empirical data on which to base judgments of effectiveness. By December 1971, problems of instrumentation and treatment delivery appeared to have been coped with. Counselors were beginning to observe behavioral changes in some of their clients. (Author/JM)
Descriptors: *Behavior Change/ Changing Attitudes/ *Counseling Programs/ Counselor Training/ Economic Disadvantagement/ *Family Counseling/ Family Problems/ Inner City/ Poverty Programs/ Program Evaluation/ Reinforcement/ *Vocational Rehabilitation/ *Work Attitudes
Identifiers: Model Cities Program/ Rhode Island

ED076751# VT020070
Staying in School: An Evaluation of a Program to Prevent School Dropouts. Final Report.
Berkowitz, Louis, Ed.; And Others
Educational Alliance, Inc., New York, N.Y.
71 128p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No.: SRS-12-55024-2
Available from: National Technical Information Service, Springfield, Va. 22151 (PB 214 492, MF $.95, HC $3.00)
Document Not Available from EDRS.
This demonstration project in New York City undertook to help potential dropouts remain in school through the introduction of a program which combined after-school work experience with group and individual counseling. Concomitantly, it sought to develop an effective intervention methodology for replication in other communities. The principal intervention strategy involved maximizing the role of an autonomous, community-based social agency with varied public agency contacts and diverse facilities and programs. Through the integration of several social work approaches, which combined specific methodologies of adjustment, advocacy, and accommodation, pupils were aided in adjusting to the educational environment while at the same time mediation with the school system was established. (Author/SN)
Descriptors: Affective Behavior/ Changing Attitudes/ *Counseling Programs/ Demonstration Projects/ Disadvantaged Youth/ *Dropout Prevention/ Job Placement/ Job Training/ Program Effectiveness/ *Program Evaluation/ *School Community Programs/ Secondary Grades/ Social Welfare/ Student Motivation / Urban Areas/ *Work Experience Programs/ Youth Programs
Identifiers: *New York City

ED076732 UD013562
Multiple Activities Program: An Evaluation. ESEA Title I, September 1971 to August 1972.
Texley, Lloyd C.; And Others
Omaha Public Schools, Nebr.
72 138p.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
The multiple activities funded under Title I of the 1965 Elementary Secondary Education Act had two purposes. First, they supplemented the instructional program for educationally disadvantaged children by developing a curriculum and techniques which would raise their achievement level commensurate with their ability. Second, they supported this program with the type of services needed to make it successful. The development of the High Intensity Learning Centers for Reading for grades four through 12 provided a sound approach for meeting the individual reading needs of children. Project Read and Math furnished teachers and students valuable supplementary materials in the regular classroom setting to further develop the reading skills of students needing this kind of help. The Individualized Study for grades seven to nine served students who were not able to function in the regular school program by providing individual instruction and direction for their future. All other activities in the Title I programs are directed toward providing supportive services for children in instructional programs. This reinforcement is designed to give each student a greater opportunity to achieve success in school. The Title I Media Center does printing, production, and media work. The supportive Psychological Services enable Title I schools to better meet the individual needs of their students. (Author/JM)
Descriptors: Compensatory Education Programs/ *Curriculum Development/ Elementary Education/ Individualized Instruction/ Inservice Teacher Education/ Instructional Materials/ *Program Evaluation/ *Pupil Personnel Services/ *Reading Programs/ Secondary Education/ Summer Programs/ Teaching Methods
Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I/ High Intensity Learning Centers/ HILINC/ *Nebraska/ Omaha

ED076716 UD013479
The Evaluation of the School-Community Agents Project, 1971-1972.
Stavros, Denny
Detroit Public Schools, Mich. Dept. of Research and Development.
Oct 72 36p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Beginning with the 1970-1971 school year, the School Community Agents program underwent a major restructuring of its functions and purposes so that operations would more closely conform to ESEA Title I guidelines. Agent role functions have been coordinated toward raising the academic level of students, using two major innovations. These two structural and procedural innovations were: (1) the creation of a small group of students (target group), with the student selection based upon criteria fundamental to the scope and purpose of compensatory education in each of the Agent Schools; once selected these students would form the core group for whom a range of intensive services and activities would be provided by the Agents; and (2) the development of an educational team at the local school level. It is thus contended that more emphasis could be placed on involving more of the parents of target group students in the range of activities and services. (Author/DM)
Descriptors: *Academic Achievement/ Community Involvement/ Data Analysis/ *Educational Disadvantagement/ Educational Objectives/ Evaluation Criteria/ *Program Descriptions/ *Program Evaluation/ *Pupil Personnel Services/ Statistical Data
Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I

ED075593# VT019795
Evaluation of the Effectiveness of Pre- and Post-Enrollment Services to Job Corps Enrollees. Final Report.
Unco, Inc., Washington, D.C.
Aug 72 273p.
Sponsoring Agency: Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.
Report No.: MEL-73-07
Available from: National Technical Information Service, Springfield, Virginia 22151 (PB 212 955, MF $0.95, HC $3.00)
Document Not Available from EDRS.
The study contains the findings and conclusions of an evaluation of the effectiveness of pre- and post-enrollment services to Job Corps enrollees. The study assesses the relative effectiveness of pre- and post-enrollment services provided to Job Corps enrollees by the various organizations serving them, the effectiveness of the administrative arrangements made by Job Corps with other organizations for providing pre- and post-enrollment services, and the cost of the various services as well as those of the same service from different sources. (Author)
Descriptors: *Community Services/ *Counseling Services/ *Employment Services/ Job Placement/ Job Training/ Program Effectiveness/ Program Evaluation/ Recruitment/ *Special Services
Identifiers: *Job Corps

ED074166 UD013318
The Impact of Social Skill Training on the Affective Perceptions of Elementary School Children.
MacDougall, Mary Ann; Brown, Jeannette A.
27 Feb 73 13p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The major objective of the study was to provide children with social skill training through: (1) individual opportunities for children to examine and adopt more productive alternatives to the satisfaction of their needs; (2) small group opportunities for children to discuss and learn the differential consequences of cognitive, affective, and social behaviors; and, (3) classroom opportunities for children to explore the dynamics of classroom life and learn the techniques of effective interaction with others. The study was conducted in an urban elementary school in Virginia, housing approximately 400 children and 14 teachers, grades one to six. The racial balance of the elementary school population was 60 percent black and 40 percent white. The majority of the children were from lower or lower-middle class backgrounds, 54 percent and 42 percent, respectively. Two elementary school counselors interpreted the social skill training two days per week during the period from October, 1971--April, 1972. The counselor's time utilization was documented by a log of their activities. To evaluate the effectiveness of the counselors' intervention, a Personal Competence Inventory was administered to children in grades three to six in October, 1971 and March, 1972. The Inventory included two tests: Peer Acceptance Index, and Self Perceptions Index. The teachers also rated their pupils. (Author/JM)
Descriptors: Classroom Guidance Programs/ Classroom Techniques/ *Counseling Programs/ *Discussion (Teaching Technique)/ *Elementary School Students/ Group Living/ *Interpersonal Competence/ Intervention/ Peer Acceptance/ Program Evaluation/ Role Perception/ Self Concept/ Small Group Instruction/ *Training
Identifiers: Virginia

ED072371 CG007733
Elementary School Guidance: Demonstration and Evaluation.
Miller, G. Dean; And Others
Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.
72 368p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.76 HC-$18.40 PLUS POSTAGE
This study sought to examine elementary school counselor functions as an index to model implementation in Minnesota demonstration projects through analyses of function purposes, types of functions, and counselor effort variables and the relationship between counselor functions and important pupil-staff-parent guidance outcome variables. Interrelationships among pupil-staff-parent variables were also examined. In addition the study was concerned with the nature of the guidance model which was actually implemented in the schools: developmental, remedial, or a combination of these two. As an evaluative tool, the study results can be examined to determine both the degree of model implementation and model effectiveness as well as provide useful feedback to counselor educators who prepare graduate students to perform specific guidance functions in elementary schools. Although the study included a group of elementary school counselors from just 17 Minnesota schools, the elementary school guidance movement is a relatively new phenomenon and thus theoretical conceptualizations, model building, and experimentation set forth here could be useful to anyone concerned with the development of elementary school guidance programs. Analysis of the data was done through the use of analysis of variance, Scheffe test, t test, product-moment correlation, and the multiple regression technique. An extensive listing of references is included. (Author/SES)
Descriptors: *Counselor Evaluation/ *Elementary School Counselors/ *Elementary School Guidance/ Elementary Schools/ Elementary School Students/ Evaluation Methods/ Guidance Functions/ *Guidance Services/ Models/ Program Evaluation/ *Pupil Personnel Services/ Research Projects/ Tables (Data)

ED060143 UD012120
Evaluation Report for the Project, Clinical-Guidance Services for Disadvantaged Pupils in Non-Public Schools, 1969-70.
North, Robert D.; And Others
Psychological Corp., New York, N.Y.
Aug 70 113p.
Sponsoring Agency: New York City Board of Education, Brooklyn, N.Y.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
The main purpose of the program, funded under ESEA, Title I is to help pupils in non-public schools, located in disadvantaged areas cope with social, emotional or physical difficulties that interfere with academic progress. The field staff consisted of 30 full-time and 47 part-time guidance counselors, 18 full-time social workers, three full-time psychologists and three psychiatrists filling one full-time position. They served 155 of the 170 schools in New York City that were eligible to join the program. These schools, located in all five boroughs, were administered by Roman Catholic, Greek Orthodox, Hebrew, Lutheran, Episcopal, and Ukrainian Catholic Denominations, enrolling about 80,000 students. The guidance counselors, who received the initial referrals, screened 8995 youngsters, accepted about 6900 as active cases, carried over 2373 from the year before, and had almost 300 on their waiting lists at the time these figures were compiled. They reported that 18,663 students had participated in some group activity such as workshops and high school orientation sessions. Workshop sessions for parents and teachers were conducted. Clinicians served in 94 schools--in some instances as consultants only--but in most on a regular basis. (Author/JM)
Descriptors: Compensatory Education Programs/ Counseling Services/ Dropout Prevention/ Parent Participation/ Parent Workshops/ *Parochial Schools/ *Private Schools/ *Program Evaluation/ Psychiatric Services/ *Pupil Personnel Services/ Social Workers/ Teacher Workshops
Identifiers: *Elementary Secondary Education Act Title I/ ESEA Title I/ New York

ED053417 CG006565
NAPPA Papers on Accountability: To Whom, For What, and By What Criteria?
Lessinger, Leon; And Others
National Association of Pupil Personnel Administrators.
Oct 70 28p.; Speeches presented at National Association of Pupil Personnel Administrators Annual Conference (52nd, Indianapolis, Ind., October 28-31, 1970)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
These 3 papers explore accountability in education: implications for guidance workers; accountability -- to whom, for what; and accountability from the point of view of a chief administrator. The first paper promotes a 4 step action plan to help the practitioners of guidance "get their house in order": (1) balancing burdens with capabilities; (2) stating these burdens in comprehensible language and then plunging into the derivation of objectives reflecting specific behavior; (3) identifying criteria measures for evaluating progress toward objectives; and (4) discovering alternate, cost effective strategies for reaching the stated goals. The second paper proposes the thesis that accountability suffers from the same ills as American education -- white control, and advocates that minorities become involved in community control and participation in their children's schools. The final paper asks 4 questions regarding counselors and accountability: (1) do kids find counselors helpful? (2) can we get the psychologist to become a practitioner, not a paper-pusher? (3) should counselors spend time with both normal and problem children? and (4) shouldn't we offer counseling and tangible suggestions rather than nothing at all? (TA)
Descriptors: Community Control/ Counseling Effectiveness/ *Counseling Services/ *Educational Accountability/ *Guidance Objectives/ Pupil Personnel Services/ *Pupil Personnel Workers / *Responsibility/ School Community Relationship

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ED053400# CG006526
Evaluating Pupil Personnel Programs. California Personnel and Guidance Association.
O'Hare, Robert W.; Lasser, Barbara
Southwest Regional Educational Lab., Inglewood, Calif.
71 96p.
Sponsoring Agency: California Association for Measurement and Evaluation in Guidance.; California Personnel and Guidance Association, Fullerton.
Report No.: Monogr-2
Available from: California Personnel and Guidance Association, 654 E. Commonwealth Ave., Fullerton, California 92631
Document Not Available from EDRS.
A systematic evaluation strategy, applicable by pupil personnel staff under existing school conditions, is presented. While the strategy is useful with various levels of objectives ranging from broad program objectives to specific outcomes for individual pupil attainment, it is suggested that assessment of the degree to which pupils attain desired outcomes is most appropriate for evaluating program effectiveness. An examination of prevailing practices in pupil personnel services is reported; it reveals relatively few instances of outcome-referenced evaluation, and a preponderance of impressionistic data, counting summaries, and staff/activity lists. Because judgments of program effectiveness, decisions to proceed to more advanced goals, and the identification of procedures and materials in need of revision are facilitated by a different kind of information, the approach illustrated in this monograph is concerned with planning and implementing evaluation referenced to specific program outcomes. Examples of such evaluations in a variety of school contexts are provided. (TL)
Descriptors: Evaluation/ Evaluation Criteria/ *Evaluation Methods/ Evaluation Needs/ *Program Effectiveness/ *Program Evaluation/ Program Improvement/ *Pupil Personnel Services/ Pupil Personnel Workers

ED047059 UD011238
Final Report of the Evaluation of the Benjamin Franklin Urban League Street Academy, ESEA Title I 1969-1970.
Teaching and Learning Research Corp., New York, N.Y.
Jul 70 42p.
Sponsoring Agency: New York City Board of Education, Brooklyn, N.Y.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The purpose of the Benjamin Franklin Urban League Street Academy Program is to help students stay in school, help dropouts to return to school, or help students enter the job market. The program was evaluated in three categories: East Side Cluster Service, summer enrichment, and educational programs. The major evaluation objectives were to determine whether participants in the education program continued their education and/or became successfully employed; and whether the participants exhibited self-confidence to achieve in educational settings. Methods of evaluation included information from interviews, school and employee records, and questionnaires. Over 78 percent of those who graduated from both phases of the Academy Program and 64 percent of those who left the Academy prior to graduation either continued their education and/or became successfully employed. The students tended to exhibit some hopelessness with regard to their futures, but in general saw education as valuable, and the Academy as a place where they were accepted by persons in whom they had confidence. The report concludes that the educational phases of the Street Academy are in accord with goals at a level far above what one would expect. (Author/JW)
Descriptors: *Counseling Programs/ *Disadvantaged Youth/ Dropout Prevention/ Dropout Problems/ *Dropout Programs/ *Dropout Teaching/ Educationally Disadvantaged/ Federal Programs/ *High School Students/ Program Evaluation/ Socially Disadvantaged/ Tutoring/ Vocational Education
Identifiers: Benjamin Franklin Street Academy/ Elementary Secondary Education Act Title I Program/ ESEA Title I Programs / New York/ Urban League

ED046561 88 RC004951
Evaluation of a Comprehensive Guidance and Counseling Service for Rural Maine Communities.
Muro, James J.
Maine School Union 69, Camden.
70 29p.
Sponsoring Agency: Division of Plans and Supplementary Centers, BESE.
Report No.: DPSC-67-3728
Grant No.: OEG-3-7-703728-4957
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
An evaluative report of a single school guidance counselor's professional efforts as an itinerant rural school counselor in four rural Maine schools is presented. Findings are limited to the following areas: counseling, use of media, vocational guidance, community agencies, working with teachers, working with children, research, public relations, testing, and general evaluation of the itinerant counselor. Recommendations for each area are given. Survey results for 1967-70 describe the feelings of students, principals, and teachers as related to the "one-man" guidance program, which was funded under Title III of the Elementary and Secondary Education Act. (AL)
Descriptors: Community Agencies (Public)/ *Counseling Programs/ *Counselor Evaluation/ *Guidance Programs/ Instructional Media/ *Program Evaluation/ *Rural Education/ Tables (Data)/ Vocational Counseling
Identifiers: *Maine

ED044625 AC008789
A Guide for Adult Education Counselors.
Taylor, Elizabeth R., Ed.
New York State Education Dept., Albany. Div. of Continuing Education.
70 32p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This guide outlines guidance and counseling services in adult basic education (ABE) while providing a structure on which to conduct counselor inservice training. Relationships with ABE teachers and administrators are considered first. Also covered are implementation of the curriculum, functions of the New York State Employment Service, ABE counselor relations with community and welfare agencies, ABE guidance and counseling goals, characteristics of disadvantaged adults, student orientation and other program services, and the process of program evaluation. Two bibliographies and a subject index are furnished. (LY)
Descriptors: *Adult Basic Education/ Adult Characteristics/ Agencies/ Bibliographies/ *Counseling Services/ *Counselors/ Disadvantaged Groups/ Guidance Counseling/ *Guides/ *Inservice Education/ Program Evaluation

ED041330 CG005665
The PPS Administrator as an Agent of Change. Emerging Issues in Pupil Personnel Services.
Landy, Edward; Lifton, Walter M.
New York State Association of Pupil Personnel Administrators.
Apr 70 15p.; Paper presented at the New York State Association of Pupil Personnel Administrators Convention in April, 1970
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
In the article, "Emerging Issues in Pupil Personnel Services" (PPS), the problem of professional organization of PPS is discussed. Ground rules are given for developing large geographic units. The position of the community is next presented, the place of mental health, community aides, and institutions in a community. As Maslow points out, basic needs come first; drastic changes in the school are necessary. What is the role of PPS in this change? Decisions must be made as to role, goals, power base. "The PPS Administrator as an Agent of Change" presents a discussion of the problems that lie ahead in PPS. Among these are the developing of a total climate conducive to mental health in the total school. The great increase in knowledge in the PPS area is another problem. PPS are good, but must be better. Better management and coordination are essential, particularly with the possible use of computer technology. Unless the PPS director does take an active role as an agent of change, he will be bypassed and possibly eliminated along with the service he is supposed to administer. (KJ)
Descriptors: *Change Agents/ Community Involvement/ Computer Oriented Programs/ Coordination/ Environment/ Mental Health/ *Organizational Change/ Problems/ *Program Effectiveness/ *Pupil Personnel Services/ *Pupil Personnel Workers

ED041326# CG005661
Faculty Advising in Colleges and Universities. Student Personnel Series. Number Nine.
Hardee, Melvene D.; Mayhew, Lewis B.
American Coll. Personnel Association.; American Personnel and Guidance Association, Washington, D.C.; Florida State Univ., Tallahassee.; Stanford Univ., Calif.
70 42p.
Available from: American Personnel and Guidance Association, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009
Document Not Available from EDRS.
The practice of faculty advising is discussed in this monograph. The first article "The Undergraduate Student: Needs and Problems" covers such topics as the search for: (1) identity; (2) an ethical system; and (3) for ways to view reality. The resolution of academic dilemma, the current societal schism and ways of coping with the situation are also discussed. The next article is concerned with the collegiate environment, teacher and learner. Topics included in this part are aspects of faculty advisement, and student benefits from such a program. The intent and scope of faculty advising is the theme of the third article. This includes organizational practices, assignment of faculty advisors, and program realities. Advisor preparation and program evaluation are discussed next. Basic philosophy is first presented, followed by brief discussions of cooperative learning, evaluation of faculty advising student perceptions, student achievement, and program procedures. The monograph concludes with projections for the future of advising. Computer assistance, student advising, student self-help, advising in residence halls are all covered in this final chapter. (KJ)
Descriptors: *Colleges/ College Students/ Counseling/ *Counseling Programs/ Counseling Services/ Faculty/ *Faculty Advisors/ Program Administration/ *Program Design/ Program Effectiveness/ Student Needs/ *Student Personnel Services/ Students

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ED041205# AC008062
The Organization and Administration of Special Counseling Programs for Adult Women in Colleges and Universities.
Jacobson, Rovena Furnivall
University of Southern California, Los Angeles.
69 282p.; Ed. D. Thesis
Available from: University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106, (Order No. 69-19,377, MF $3.65, Xerography $12.85)
Document Not Available from EDRS.
This study focused on present and recommended practices in organizing and administering special counseling programs for mature women. Questionnaire responses were received from 192 university and college administrators. Findings included the following: (1) 63 administrators reported special counseling programs, most of them established within the past ten years; (2) various stimuli, mainly demand by returning women students, sparked the formation of such programs; (3) respondents in institutions with such programs expected the programs to continue, and less than half the respondents anticipated changes in financing; (4) most programs were free to potential students; (5) the programs had relatively mature counselors, more short term and part time programs, and more vocational orientation; (6) staff, rather than line, relationships between special counseling administrators and other personnel, were favored; (7) financial aid was available to adult women students in half the institutions; and (8) a majority of institutions had no child care facilities for student mothers. Adult women students' chief concerns were lack of self-confidence, care of family, finances, directions and goals, management of time, and lack of part time educational opportunities, in that order. (Author/LY)
Descriptors: *Administrative Organization/ Bibliographies/ *Counseling Programs/ Counselors/ Doctoral Theses/ Educational Background/ Facilities/ Females/ Financial Policy/ Grants/ *Higher Education/ Males/ *Program Administration/ Program Evaluation/ Student Problems/ Surveys/ Volunteers/ *Womens Education

ED035930 CG004942
Elementary Guidance. A Descriptive Report of Michigan's NDEA Pilot Programs.
Michigan State Dept. of Education, Lansing.
69 35p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This composite, descriptive report describes the 23 NDEA Title V-A pilot elementary guidance programs which have operated in Michigan during the fiscal year 1968-69. These short summaries represent condensations obtained from the applications of pilot programs. Each summary includes the district name, the superintendent, the contact person, and the counselors. A brief description of the local setting is provided. This is followed by a statement of purposes or objectives of the program. The scope of the program concludes the summary. Trends noted for most districts include a positive attitude by parents, and greatest satisfaction by counselors in individual contacts and small group work. (Author/KJ)
Descriptors: *Counseling Programs/ *Elementary School Counseling/ Elementary School Guidance/ Environment/ Guidance Programs/ Objectives/ *Pilot Projects/ *Program Descriptions/ Program Evaluation

ED022812 UD004443
Improvement of Self-Image; Public Law 89-10, Title I-Project 1939N, Evaluation.
Hartog, John F.; Modlinger, Roy
Freeport School District Number 145, Ill.
26 Sep 67 17p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This report describes a Federally-financed project to improve the self-image of disadvantaged pupils living in two institutions for neglected children. After a week of orientation the children were exposed to 3 weeks of camping environment. Program activities included small group counseling, independent study, physical education, and music, drama and art experiences. Student attitudes and behavior, the program's general effectiveness, and the daily schedule are described. (LB)
Descriptors: Art Activities/ *Camping/ Changing Attitudes/ *Counseling Programs/ *Disadvantaged Youth/ Dramatics/ Group Counseling/ Independent Study/ *Institutionalized (Persons)/ Music Activities/ Physical Education/ Program Evaluation/ *Self Concept
Identifiers: Freeport/ Illinois

ED022105 AC002532
Interim Report of New York State Guidance Center for Women for Period November 1, 1967 to March 31, 1968.
Westervelt, Esther M.
New York State Guidance Center for Women, Suffern.
68 29p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
The New York State Guidance Center for Women in Suffern, New York provides individual counseling and vocational and educational information. During the months covered by this report, the Center cosponsored a conference on continuing education for women in the two-year colleges of the State University, began a second series of career information radio programs, and planned a seven-session Career Opportunities Workshop. Twenty-eight percent of the clients receiving counseling and testing during this period were from disadvantaged groups, compared with five percent previously. A pilot evaluation of the individual counseling done at the Center was undertaken to help the staff prepare for larger scale evaluation to be carried on in July 1968. Projected research includes comparisons of the usefulness of the Strong Vocational Interest Blanks for women and men, and studies of personal and demographic characteristics which may distinguish clients who use counseling and testing effectively from those who do not, and of selected psychological and social processes related to the difficulties women experience in enlarging their activities beyond the home. The Center has applied to the American Board of Counseling Services for accreditation. (aj)
Descriptors: *Counseling Services/ *Disadvantaged Groups/ *Females/ Field Experience Programs/ Followup Studies/ *Information Services/ Library Services/ Participant Characteristics/ Program Costs/ *Program Evaluation/ Radio/ Research/ Staff Role/ State Programs/ Workshops
Identifiers: New York State

ED021265 CG002322
A Study of Counseling Services and the Development of a Survey Instrument at Miami-Dade Junior College.
Hoss, Marvin A.
American Personnel and Guidance Association, Washington, D.C.
Apr 68 49p.; Speech given at the American Personnel and Guidance Assn., Detroit, Michigan, April, 1968.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This project seeks to answer the questions which arise about the impact of counseling services as measured by a questionnaire administered to the teaching faculty and administrative staff about their understanding of its purposes, services, and effect on student behavior. An on-going program will be implemented to provide teaching faculty and others (administration and students) with a better understanding of the role and function of the counseling center. More than 150 junior colleges and 600 junior college staff members were involved in a variety of evaluative tasks for the project. A survey and evaluation will be administered at the end of the school year. Appended are a bibliography, the Student Services Questionnaire, and an analysis of the data. (Author/IM)
Descriptors: Administrative Personnel/ College Teachers/ *Counseling Services/ Counselor Role/ *Junior Colleges/ *Program Evaluation/ Student Personnel Services

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ED019518 VT005653
An Experimental and Demonstration Manpower Program for Disadvantaged Youths. Final Report.
Greenfield, Richard
New York City Board of Education, Brooklyn, N.Y.
66 143p.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
The job counseling center initiated an experimental and demonstration program to test the thesis that an urban school could provide a manpower training program to out-of-school, unemployed, and disadvantaged youth. Licensed school personnel were used in four centers in areas having high unemployment rates and a concentration of Negro and Puerto Rican families to provide counseling, remedial education, short-term vocational training, and job placement services. The highest source of recruitment was referral by other clients. The counseling program concentrated on quick job placement for clients and used both licensed school counselors and social workers. Remedial reading instruction was offered on a voluntary basis, and most clients who stayed with the program 6 months or more showed gains. Skills training, offered in "try-out shops" in typing and office machines, proved motivational but did not provide salable skills except in a few cases. Industrial shops were discontinued, and clients were referred to other institutions for such training. The program cooperated with other agencies and other special educational programs with some success in obtaining services, training and job placement for some clients. There were 5,986 employment referrals and 3,493 client placements during the program. The program demonstrated that a school system can provide professional personnel who are qualified to run a program for out-of-school and disadvantaged youth. Extensive discussion of each facet of the program, general evaluative statements, and a summary and recommendations are included. (EM)
Descriptors: *Counseling Programs/ *Demonstration Programs/ *Disadvantaged Youth/ Experimental Programs/ Interagency Cooperation/ Job Placement/ Program Evaluation/ Recruitment/ Remedial Instruction/ Remedial Reading/ Staff Utilization/ *Unemployed/ Urban Schools/ Vocational Counseling/ *Vocational Education
Identifiers: MDTA Programs

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ED014759 CG000884
EVALUATION ISSUES IN PROGRAMS FOR DISADVANTAGED CHILDREN, THE USE OF NON-TEST PROCEDURES.
LEVINE, MYRNA S.; MACLENNAN, BERYCE W.
12P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
THE DIMENSIONS OF PROGRAM EVALUATION ARE OUTLINED, SOME NON-TEST METHODS WHICH CAN BE USED ARE DESCRIBED, AND THE IMPORTANCE OF MONITORING AND CONTROLLING THE INTERVENTION ARE STRESSED. THE IMPORTANCE OF TEAMWORK BETWEEN EVALUATORS AND INTERVENTIONISTS IS ILLUSTRATED AND THE VALUE OF SUCH AN APPROACH IN FURTHERING THE CLEAR CONCEPTUALIZATION AND REFINEMENT OF PROGRAMS IS DISCUSSED. SOME PROBLEMS RELEVANT TO PROGRAMS FOR DISADVANTAGED CHILDREN ARE EXAMINED. THE POTENTIAL CAPACITIES OF DISADVANTAGED CHILDREN ARE NOT REFLECTED BY PAST AND PRESENT PERFORMANCE. IN EVALUATING THE EFFECTIVENESS OF INTERVENTION, THE REACTIONS OF THE ENVIRONMENT AS WELL AS THE RESPONSES OF THE SUBJECT MUST BE EXAMINED. UNLESS FAVORABLE CHANGES IN THE INDIVIDUAL ARE SUPPORTED BY THE ENVIRONMENT, SUCH CHANGES ARE UNLIKELY TO BE MAINTAINED. (WR)
Descriptors: *Counseling Programs/ Culturally Disadvantaged/ *Disadvantaged Youth/ *Educational Research/ Environment/ *Evaluation/ Evaluation Methods/ *Program Effectiveness/ Programs

ED013065 JC670418
JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS--APPRAISAL AND DEVELOPMENT. A REPORT TO CARNEGIE CORPORATION, NOVEMBER, 1965.
MCCONNELL, T.R. ; AND OTHERS
American Association of Junior Colleges, Washington, D.C.
NOV65 436P.
EDRS PRICE MF-$0.76 HC-$22.21 PLUS POSTAGE
RESPONSIBILITY FOR RESPONDING TO GROUP AND INDIVIDUAL NEEDS OF STUDENTS USUALLY RESTS WITH STUDENT PERSONNEL PROGRAMS, WHICH CONSIST OF SERIES OF RELATED FUNCTIONS DESIGNED TO SUPPORT THE INSTITUTIONAL PROGRAM, RESPOND TO STUDENT NEEDS, AND FOSTER INSTITUTIONAL DEVELOPMENT. THE PURPOSE OF THIS STUDY WAS TO DETERMINE THE ADEQUACY OF FULFILLMENT OF THIS COMMITMENT. OBJECTIVES INCLUDED (1) ANALYSIS OF THE CULTURAL CONTEXT IN WHICH JUNIOR COLLEGES OPERATE, 2) DEFINITION OF CRITICAL NEEDS IN RESEARCH, 3) APPRAISAL OF TRAINING NEEDS AND RESOURCES FOR STAFFING PROGRAMS, 4) EXPLORATION OF DEVELOPMENTAL POTENTIALITIES WITHIN SELECTED JUNIOR COLLEGES, 5) APPRAISAL OF CURRENT PROGRAMS AND STAFF RESOURCES, AND 6) FORMULATION OF A SERIES OF RECOMMENDATIONS FOR STRENGTHENING JUNIOR COLLEGE PERSONNEL PROGRAMS IN THE FUTURE. WHEN MEASURED AGAINST CRITERIA OF SCOPE AND EFFECTIVENESS, STUDENT PERSONNEL SERVICES WERE FOUND TO BE INADEQUATE. RECOMMENDATIONS IN THE REPORT PERTAIN TO THE RECRUITMENT AND TRAINING OF STUDENT PERSONNEL WORKERS AND DEFINITION OF CRITERIA FOR APPRAISAL OF SERVICES. COLLEGES IN VARIOUS REGIONS OF THE COUNTRY WITH THE STRONGEST PROGRAMS HAVE BEEN SELECTED TO SERVE AS DEMONSTRATION AND DEVELOPMENT CENTERS. (CLEARINGHOUSE DOCUMENT NUMBER JC 670 390 IS A SHORTER DISCUSSION BASED ON FINDINGS AND RECOMMENDATIONS.) (HS)
Descriptors: Administrative Organization/ Counseling Programs/ *Counseling Services/ *Junior Colleges/ Program Evaluation/ Research Problems/ *Student Personnel Services/ *Student Personnel Work/ Student Problems

ED012477 CG000414
FINAL REPORT OF THE EXPERIMENTAL ELEMENTARY GUIDANCE PROJECT IN THE KENT STATE UNIVERSITY SCHOOL, 1966-67.
GETSON, RUSSELL; HEISEY, MARION J.
Kent State Univ., Ohio.
30JUN67 82P.
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
THE KENT STATE UNIVERSITY SCHOOL ELEMENTARY GUIDANCE PROJECT PROVIDED MANY SERVICES INCLUDING--(1) A PREKINDERGARTEN TESTING PROGRAM INVOLVING THE ESTABLISHMENT OF CLASS NORMS AND PARENT MEETINGS AND CONFERENCES, (2) INDIVIDUAL STUDIES OF PARTICULAR CHILDREN, (3) COORDINATION OF THE TESTING PROGRAM, (4) INDIVIDUAL AND GROUP COUNSELING, (5) PARENT CONSULTATION, (6) COORDINATION OF CHILD-STUDY GROUPS FORMED OF PARENTS, (7) TEACHER CONSULTATION, AND (8) A WEEKLY BULLETIN WHICH REVIEWED ARTICLES OR RESEARCH REPORTS ON CHILD GROWTH AND DEVELOPMENT. VARIOUS ASPECTS OF THE PROGRAM WERE EVALUATED, CHIEFLY BY THE USE OF QUESTIONNAIRES. FROM THE RESPONSES OBTAINED, THE FOLLOWING STATEMENTS COULD BE MADE--(1) PARENTS FELT THAT ELEMENTARY GUIDANCE WAS MOST VALUABLE AS A MEANS OF HELPING INDIVIDUAL CHILDREN WITH ADJUSTMENT, AND (2) TEACHERS ACCEPTED ELEMENTARY GUIDANCE AS AN INTEGRAL PART OF THE SCHOOL PROGRAM AND FELT THAT THEY, AS WELL AS PARENTS AND STUDENTS, HAD PROFITED FROM IT. AS A RESULT OF THE EVALUATION, THE FOLLOWING RECOMMENDATIONS WERE MADE--(1) A MALE AND A FEMALE COUNSELOR SHOULD BE AVAILABLE AT ALL GRADE LEVELS, (2) THE SERVICES OF A SCHOOL PSYCHOLOGIST AND SOCIAL WORKER SHOULD BE AVAILABLE, AND (3) CONTACT BETWEEN GROUPS OF PARENTS AND THE COUNSELORS SHOULD BE INCREASED, PARTICULARLY IN THE LOWER GRADES. (SK)
Descriptors: Consultation Programs/ *Counseling Programs/ *Elementary School Counselors/ *Elementary School Guidance/ Experimental Programs/ Parent School Relationship/ *Pilot Projects/ *Program Evaluation
Identifiers: KENT/ KENT STATE UNIVERSITY SCHOOL

ED012476 CG000412
FINAL REPORT OF THE PILOT ELEMENTARY SCHOOL GUIDANCE PROJECT IN THE BEREA CITY SCHOOL DISTRICT, 1966-67.
HANSEN, WILLIAM T.; KORNICK, JOSEPH
Berea City School District, Ohio.
67 54P.
EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
WORKING TO PROVIDE EVERY CHILD WITH EFFECTIVE GUIDANCE THROUGH A TEAM (WHOSE FOCAL POINT WAS THE TEACHER), THE GUIDANCE ASSISTANT IN THIS PROJECT OFFERED THE FOLLOWING SERVICES--(1) PROVIDED TEACHERS WITH METHODS FOR CONTINUOUS GUIDANCE WITHIN THE CLASSROOM THROUGH INSERVICE TECHNIQUES AND CONFERENCES, (2) SERVED AS A CONSULTANT TO THE FACULTY, PARENTS, AND ADMINISTRATORS, (3) PROVIDED INDIVIDUAL AND GROUP COUNSELING FOR STUDENTS NEEDING SPECIAL HELP, (4) SERVED AS A SOURCE OF INFORMATION ON PUPILS RECEIVING INDIVIDUAL AND GROUP COUNSELING, AND (5) SERVED AS A COORDINATOR BETWEEN FACULTY, PARENTS, AND OTHER PUPIL PERSONNEL SPECIALISTS. VARIOUS EVALUATIVE TECHNIQUES AND METHODS WERE USED TO ANSWER SPECIFIC QUESTIONS ABOUT PERCEPTIONS OF THE COUNSELOR'S ROLE BY TEACHERS AND A GUIDANCE ADVISORY COMMITTEE, THE EFFECTIVENESS OF INDIVIDUAL AND GROUP COUNSELING, COUNSELOR INVOLVEMENT IN PARENT-TEACHER CONFERENCES, AND THE VALUE OF INSERVICE WORK IN GUIDANCE PRACTICES FOR TEACHERS. OVERALL EVALUATION OF THE PROJECT WAS POSITIVE. CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE PROGRAMS, AS WELL AS COPIES OF INSTRUMENTS AND FORMS USED, ARE INCLUDED. (SK)
Descriptors: Consultation Programs/ *Counseling Programs/ *Elementary School Counselors/ *Elementary School Guidance/ Group Counseling/ Inservice Programs/ *Pilot Projects/ *Program Evaluation
Identifiers: BEREA/ CONSELOR ROLE/ NDEA TITLE 5A

ED012470 CG000148
A CONCEPTUAL FRAMEWORK FOR THE DERIVATION OF GUIDANCE OBJECTIVES AND OUTCOME CRITERIA--PRELIMINARY STATEMENT.
WELLMAN, FRANK E.
JAN67 39P.
EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
RESEARCH IN COUNSELING AND PSYCHOTHERAPY IS EXPLORED. BECAUSE THERE ARE SERIOUS LIMITATIONS TO THE ARTIFICIAL DISTINCTION BETWEEN PROCESS AND OUTCOME RESEARCH, THE AUTHOR FEELS THAT PROCESS AND OUTCOME RESEARCH SHOULD BE CARRIED ON CONCURRENTLY. PROBLEMS IN OUTCOME RESEARCH INCLUDE (1) SPECIFICATION OF INDEPENDENT VARIABLES, (2) CONTROL OF VARIABLES, (3) SPECIFICATION OF APPROPRIATE CRITERIA, (4) DEVELOPMENT OF AN ADEQUATE RESEARCH PARADIGM, AND (5) SOLUTION OF METHODOLOGICAL PROBLEMS OF RESEARCH DESIGN. THE NATIONAL STUDY OF GUIDANCE IS ATTEMPTING TO DEVELOP GUIDANCE OBJECTIVES AND APPROPRIATE BEHAVIORAL CRITERIA FOR EVALUATION. EIGHT PROPOSITIONS WHICH ALLOW FOR HUMAN DEVELOPMENT AND PROVIDE A FRAME OF REFERENCE FOR RESEARCH ON GUIDANCE OUTCOMES ARE PRESENTED. THIS CONCEPTUAL FRAMEWORK CONSIDERS INDIVIDUAL DEVELOPMENT AND INTERACTION AMONG DEVELOPMENTAL AND ENVIRONMENTAL VARIABLES. A HIERARCHY OF THREE GUIDANCE OBJECTIVE LEVELS IS PROPOSED. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE INVITATIONAL CONFERENCE ON RESEARCH PROBLEMS IN COUNSELING (CENTRAL MIDWESTERN REGIONAL EDUCATIONAL LABORATORY, ST. ANN, JANUARY 10-12, 1967). (SK)
Descriptors: *Counseling Goals/ *Program Evaluation/ *Research Criteria/ *Research Methodology
Identifiers: COLUMBIA/ NATIONAL STUDY OF GUIDANCE/ ST. ANN/ UNIVERSITY OF MISSOURI

ED011681 CG000121
RESEARCH--FAMILY GROUP CONSULTATION AND THE SCHOOL COUNSELOR.
ZWETSCHKE, EARL T.
Oregon State System of Higher Education, Portland. Portland Continuation Center.
11P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
A Q-SORT WAS USED TO MEASURE ATTITUDINAL CHANGE BROUGHT ABOUT BY FAMILY GROUP CONSULTATION. NINE FAMILY MEMBERS OF THREE FAMILIES WERE GIVEN THE Q-SORT AT THE BEGINNING OF COUNSELING AND AGAIN 8 WEEKS LATER. THESE TWO SORTS ASKED THE FAMILY GROUP MEMBERS TO RATE THEIR IDEAL SELF AND THEIR PERCEIVED SELF. THESE RATINGS WERE CORRELATED WITH AN INDEX OF PERSONAL ADJUSTMENT, A SORT WHICH SHOWED HIGH INTER-RATER CORRELATIONS FOR THE STAFF COUNSELORS. THE DATA SHOWED THAT THE Q-SORT IS A FAIRLY RELIABLE MEASURE OF INDIVIDUAL PROGRESS IN COUNSELING AND SERVES AS AN EVALUATION OF THE COUNSELING PROGRAM. THROUGH EXAMPLES OF THE MEMBERS OF ONE FAMILY, IT WAS SHOWN HOW THE SORTS COULD BE CORRELATED. EVALUATION OF INDIVIDUAL COUNSELING GOALS IS ONE AREA OF FAMILY GROUP CONSULTATION REMAINING TO BE EXPLORED. THE EFFECTS OF THE METHOD ON "ACTING-OUT" TEENS AND YOUNGER CHILDREN, ON FAMILIES OF DIFFERENT SOCIOCULTURAL LEVELS, AND ON FAMILY MEMBERS WHO ARE PRIMARILY OBSERVERS IN THE GROUP NEEDS TO BE EVALUATED. (NS)
Descriptors: *Counseling Programs/ *Family Counseling/ *Group Counseling/ *Program Evaluation/ Q Sort/ Research Projects/ *Self Concept
Identifiers: COUNSELING GROUPS/ INDEX OF PERSONAL ADJUSTMENT / PORTLAND

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DIALOG File1: ERIC 66-78/NOVERIC 66-78/NOV (Item 118 of 121) User1210 9feb79

ED010619 24
PERCEPTIONS BY ADOLESCENTS OF VARIOUS PROCEDURAL APPROACHES USED IN FILMED COUNSELING SESSIONS.
BOWN, OLIVER H. ; AND OTHERS
Texas Univ., Austin.
66 203P.
Report No.: BR-5-0546-CRP-3284
EDRS PRICE MF-$0.76 HC-$10.78 PLUS POSTAGE
SUBJECTS (398) IN THE NINTH AND 12TH GRADES, BOTH MALE AND FEMALE, WERE ASKED TO RATE INITIAL, FILMED COUNSELING SESSIONS AS IF THEY WERE THE COUNSELEE. FIVE DIFFERENT COUNSELING APPROACHES WERE USED IN THE FILMED SESSIONS--(1) ADVICE GIVING - THE COUNSELOR ADVISES THE CLIENT ON A PROGRAM OF ACTION, (2) QUESTIONING - THE COUNSELOR POSES A QUESTION TO THE CLIENT PRIOR TO EACH CLIENT RESPONSE, (3) REFLECTION OF FEELING - THE COUNSELOR RESPONDS WITH FEELING APPROPRIATE TO THE CONTENT OF CLIENT RESPONSES, (4) SUPPORTING - THE COUNSELOR ATTEMPTS TO CONVEY TO THE CLIENT THAT THE CLIENT HAS "WHAT IT TAKES" TO WORK A PROBLEM OUT, AND (5) INFORMATION GIVING - THE COUNSELOR PROVIDES INFORMATION OF A SPECIFIC RELEVANT NATURE TO THE CLIENT. AFTER COMPLETING THE "WESTCOTT PROBLEM SOLVING SCALE," THE SUBJECTS WERE DIVIDED INTO FOUR COGNITIVE GROUPS, BASED UPON THEIR SCORES ON THE INSTRUMENT'S TWO DIMENSIONS--(1) THE AMOUNT OF INFORMATION REQUIRED OR DEMANDED FOR SOLVING THE PROBLEMS AND (2) THE DEGREE OF SUCCESS IN SOLUTION OF THE PROBLEMS. THE GROUPS WERE THUS LOW DEMAND-HIGH SUCCESS, LOW DEMAND-LOW SUCCESS, HIGH DEMAND-HIGH SUCCESS, AND HIGH DEMAND-LOW SUCCESS. ANALYSIS OF DATA OBTAINED FROM COUNSELOR RATING AND COUNSELOR RANKING FORMS (COMPLETED BY ALL SUBJECTS AFTER VIEWING THE FILMED SESSIONS) YIELDED INFORMATION CONCERNING THE PREFERENCES AND REJECTIONS OF THE COUNSELING APPROACHES AMONG THE FOUR COGNITIVE GROUPS. ALL FOUR GROUPS TENDED TO PREFER THE ADVICE GIVING APPROACH AND TO REJECT THE REFLECTION OF FEELING APPROACH. BOTH HIGH DEMAND GROUPS ALSO PREFERRED THE SUPPORTING APPROACH. THE QUESTIONING APPROACH WAS REJECTED BY ALL THE MALES. ALL FEMALES EXCEPT THE HIGH DEMAND-LOW SUCCESS GROUP REJECTED THE INFORMATION GIVING APPROACH. YOUNGER SUBJECTS TENDED TO RATE BOTH THE ADVICE GIVING AND SUPPORTING APPROACHES HIGHER THAN OLDER SUBJECTS. (JH)
Descriptors: Ability Grouping/ *Adolescents/ Age Differences / *Counseling Programs/ *Counselors/ Films/ Grade 9/ Grade 12/ Guidance Counseling/ *Individual Counseling/ Problem Solving/ Program Evaluation/ Sex Differences/ Simulation/ Student Evaluation/ Student Reaction/ *Teacher Evaluation
Identifiers: AUSTIN/ TEXAS/ WESTCOTT PROBLEM SOLVING SCALE

ED002841 24
INVESTIGATION OF THE USE OF STATISTICS IN COUNSELING STUDENTS.
HEWES, ROBERT F.
Massachusetts Inst. of Tech., Cambridge.
01JAN60 95P.
Report No.: CRP-336
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
THE OBJECTIVE WAS TO EMPLOY TECHNIQUES OF PROFILE ANALYSIS TO DEVELOP THE JOINT PROBABILITY OF SELECTING A SUITABLE SUBJECT MAJOR AND OF ASSURING TO A HIGH DEGREE GRADUATION FROM COLLEGE WITH THAT MAJOR. THE SAMPLE INCLUDED 1,197 MIT FRESHMEN STUDENTS IN 1952-53, AND THE VALIDATION GROUP INCLUDED 699 ENTRANTS IN 1954. DATA INCLUDED SECONDARY SCHOOL GRADES, RANK AND TYPE OF SCHOOL ATTENDED, COLLEGE BOARD SCORES, INTENDED COLLEGE MAJOR AT TIME OF APPLICATION AND MATRICULATION, FIRST SEMESTER GRADES AT MIT (INDEPENDENT VARIABLES) GRADE AVERAGE AT MIT, COLLEGE MAJOR IN LAST SEMESTER OF ATTENDANCE, AND BACHELOR'S DEGREE EARNED (DEPENDENT VARIABLES). REGRESSION ANALYSIS WAS USED TO DERIVE A PREDICTION OF CHANCES FOR GRADUATION GIVEN MEMBERSHIP IN A PARTICULAR MAJOR. DISCRIMINANT ANALYSIS WAS EMPLOYED TO DERIVE THE PROBABILITY OF MEMBERSHIP IN A PARTICULAR MAJOR. THE CONCLUSIONS REACHED WERE THAT THE PROBABILITIES WOULD FAIL IN PASSING NEW AND RELEVANT INFORMATION TO THE STUDENT AS FAR AS HIS ACADEMIC SCORES ARE CONCERNED. (GC)
Descriptors: *College Students/ *Counseling Services/ Program Evaluation/ *Program Planning/ Student Development/ *Student Placement
Identifiers: CAMBRIDGE/ MASSACHUSETTS

ED001595

REPORT ON THE EVALUATION OF THE INTERAGENCY SCHOOL PROJECT'S COUNSELING PROGRAM AT ELEMENTARY AND JUNIOR HIGH SCHOOL.

64 38P.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

AUGMENTING THE ADJUSTMENT OF NEW PUPILS TO NEW SCHOOL SITUATIONS WAS A MAJOR CONCERN OF THE ORIGINAL PROPOSAL TO THE FORD FOUNDATION. SCHOOL COUNSELING SERVICES WERE PROVIDED AT DESIGNATED ELEMENTARY AND JUNIOR HIGH SCHOOLS TO RECEIVE, STUDY, COUNSEL, AND PLACE STUDENTS. THE RESOURCES WERE MADE AVAILABLE TO OTHERS ALSO. COUNSELORS AT ALL THREE PROJECT SCHOOLS ASSUMED MAJOR RESPONSIBILITY FOR FACILITATING COMMUNICATION BETWEEN HOME AND SCHOOL. THEY CONDUCTED EVENING DISCUSSION GROUPS, ADULT SCHOOL COURSES, AND HOME VISITS. APPROXIMATELY 90 CHILDREN WITH ACUTE BEHAVIOR PROBLEMS PARTICIPATED IN INTENSIVE INDIVIDUAL AND GROUP COUNSELING PROGRAMS WITH THE PROJECT COUNSELOR, WHO RECEIVED REFERRALS DIRECTLY FROM TEACHERS WHENEVER THE SITUATION DICTATED. IN THE JUNIOR HIGH SCHOOL, FIFTEEN BOYS WERE SEEN REGULARLY BY THE COUNSELOR. THE EVALUATIVE INFORMATION WAS CONTRIBUTED BY PROFESSIONAL STAFF OPINIONS, A COUNSELOR GRADE STUDY, AND NEWCOMER ENROLLMENT REPORTS. THE EVALUATION SOUGHT TO DETERMINE THE EFFECTIVENESS OF THE RECEPTION PROGRAM, ENROLLMENT TRENDS AND CHARACTERISTICS OF NEWCOMERS. THE EFFECTIVENESS OF COUNSELORS IN IMPROVING BEHAVIOR AND ATTITUDE PROBLEMS AND IN IMPROVING GRADES AND HOME-SCHOOL COMMUNICATION WAS ALSO STUDIED. COUNSELING SERVICES FOR NEWCOMERS WERE RATED VERY HIGHLY BY THE STAFF. MOST NEWCOMERS' FAMILIES WERE NOT NEW TO THE GENERAL AREA AND MANY HAD FAMILIES NOT TOTALLY INTACT. THE MAGNITUDE OF NEWCOMER LOAD WOULD WARRANT CONTINUED PROVISION OF SUCH SERVICE. NO TRENDS TOWARD BETTER OR POORER GRADES WERE NOTED FOR COUNSELING SUBJECTS, HOWEVER, CONSIDERATION OF THEIR NEGATIVE EXPECTANCY MADE THE FACT OF NO DECLINE AN INDICATION OF THE SUCCESS OF THE PROGRAM.

Descriptors: *Behavior Problems/ *Counseling Programs/ Disadvantaged Youth/ Elementary Schools/ Enrollment Trends/ *Family School Relationship/ Junior High Schools/ Parent Conferences/ *Program Evaluation/ *Student Adjustment

Identifiers: CALIFORNIA/ OAKLAND/ OAKLAND INTERAGENCY PROJECT

ED001146

GUIDANCE, COUNSELING, AND TESTING. PROGRAM EVALUATION.

TWILFORD, DON D.; WELLMAN, FRANK E.

Office of Education (DHEW), Washington, D.C.

59 39P.

Report No.: OE-25020

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

SOME SUGGESTIONS FOR THE REVIEW AND EVALUATION OF GUIDANCE PROGRAMS UNDER TITLE V-A OF THE NATIONAL DEFENSE EDUCATION ACT ARE PRESENTED. ALTHOUGH GENERAL GOALS ARE AGREED ON, THERE ARE VARIATIONS IN SPECIFIC PROCEDURES, TECHNIQUES, AND PROFESSIONAL STANDARDS. THEIR VALUE IS AT PRESENT HYPOTHETICAL. DEMANDED IS A CRITICAL EXAMINATION OF THE GUIDANCE PROGRAM. MANY PROBLEMS MAKE EVALUATION DIFFICULT. TERMINOLOGY IS NOT UNIFORM. THERE ARE MANY FACTORS OUTSIDE THE PROGRAM WHICH INFLUENCE THE BEHAVIOR AND DEVELOPMENT OF STUDENTS, AND MANY VARIABLES IN THE EVALUATIVE PROCESS ARE DIFFICULT TO QUANTIFY. SUGGESTIONS IN METHODOLOGY ARE GIVEN TO MAKE THE EVALUATION AS SCIENTIFIC AS POSSIBLE. SPECIFIC CRITERIA FOR DETERMINING THE EXTENT TO WHICH PROGRAM OBJECTIVES HAVE BEEN ACHIEVED SHOULD BE ESTABLISHED. TECHNIQUES FOR COLLECTION OF DATA SHOULD BE DEVELOPED, AND CONCLUSIONS FROM THEM SHOULD BE CAREFULLY DRAWN. AT LEAST TWO KINDS OF STUDIES SHOULD BE CONDUCTED, THOSE OF PROGRAMS AND OF STUDENTS. THREE APPROACHES ARE DESCRIBED--THE APPRAISAL APPROACH, THE ASSESSMENT APPROACH, AND THE EVALUATIVE APPROACH. SUGGESTIONS FOR THE EVALUATION OF BOTH STATE AND LOCAL LEVEL PROGRAMS OF GUIDANCE, COUNSELING, AND TESTING ARE GIVEN. INCLUDED ARE SPECIFIC PROGRAM OBJECTIVES AND SUGGESTIONS FOR COLLECTING PERTINENT DATA. METHODS ARE ALSO GIVEN FOR STUDIES OF STUDENTS. THE NEED FOR CONTINUED RESEARCH IN EVALUATION IS EMPHASIZED. LOCAL, STATE, AND NATIONAL RESPONSIBILITIES IN THIS EFFORT ARE DESCRIBED. THE APPENDIX INCLUDES A SELECTED BIBLIOGRAPHY.

Descriptors: *Counseling Programs/ *Guidance Programs/ *Methods/ *Program Evaluation/ *Research Problems/ Testing

Identifiers: DISTRICT OF COLUMBIA

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